

**Department of Education  
Arizona Career Resource Network**

# ***Make It Real Game***

**Grades 5-6**

## **Links to Standards**

### **Arizona Academic Standards**

Reading (2003)  
Writing (2004)  
Listening/Speaking (1997)  
Viewing/Presenting (1997)  
Mathematics (2003)  
Science (2005)  
Social Studies (2005)  
Arts (1997)  
Technology (1997)  
Workplace Skills (1997)

**National Career Development Guidelines (2005)**

**American School Counselor Association Standards**

**Employability Skills--SCANS**



**Arizona Department of Education**  
**Arizona Career Resource Network (AzCRN)**

**2006**

**For more information, contact:**

**Susan Mellegard**  
**Counseling/Career Development Specialist & AzCRN Director**  
**AZ Department of Education, CTE**  
**1535 W. Jefferson St., Bin #42**  
**Phoenix, Arizona 85007**  
**602-542-5353**  
**602-542-1849 (Fax)**  
**[smelleg@ade.az.gov](mailto:smelleg@ade.az.gov)**

**Prepared by:**  
**Lyn Mowafy, PhD**  
**Virtual Habitats**  
**(480) 892-3580**  
**(480) 632-2734 (Fax)**  
**[mowafy@virtualhabitats.com](mailto:mowafy@virtualhabitats.com)**

## THE MAKE IT REAL GAME: SESSION 1

### Session One: Making a Start

**Summary:** Students are introduced to *The Make It Real Game* and the journey they are about to take. Students are introduced to The High Five and the Town Map. Students name their town.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### **Strand 3: Comprehending Informational Text**

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

#### **Concept 2: Functional Text**

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 5)

PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

(Grade 6)

PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).

### Language Arts:

#### **Standard 3: Listening and Speaking**

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

(Grades 5 and 6)

**3LS-E3.** Interpret and respond to questions and evaluate responses both as interviewer and interviewee

### Workplace Skills:

#### **Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

(Grades 5 and 6)

**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion

PO 1. Summarize main ideas of an oral or written presentation

PO 2. Differentiate between facts and opinions in a presentation (Grades 6-8)

PO 3. Formulate related questions in a presentation

PO 4. Express opinions relating to the main idea in a presentation

**1WP-E7.** Identify the relevant details and facts of written materials

PO 2. Identify relevant facts contained in selected written material

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.A 6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS3:** Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

### **EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM1:** Create and manage a career plan that meets your career goals.

- CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

**Goal CM2:** Use a process of decision-making as one component of career development.

- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.A 4 Show how exploring options affected a decision you made.
- CM2.K 9 Recognize that decision-making often involves compromise.

K – Knowledge Application

A – Application

R – Reflection

## **AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS**

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

## **SCANS EMPLOYABILITY SKILLS**

(Secretary's Commission on Achieving Necessary Skills)

### **THREE-PART FOUNDATION**

#### **Basic Skills:**

- Listening
- Speaking

#### **Thinking Skills:**

- Decision Making

#### **Personal Qualities:**

- Responsibility
- Sociability
- Integrity/Honesty

### **FIVE COMPETENCIES**

#### **Resources:**

- Human Resources

#### **Interpersonal:**

- Participates as Member of a Team
- Exercises Leadership
- Negotiates

#### **Information:**

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

#### **Systems:**

- Understands Systems



## THE MAKE IT REAL GAME: SESSION 2

### Session Two: Making a Role

**Summary:** Students go on a simulated business trip to gather research materials and information for their advertising campaigns.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

#### Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

#### Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 5)

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

<p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). (Grade 6)</p> <p>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Language Arts:**

#### **Writing**

#### **Strand 3: Writing Applications**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### **Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

(Grade 5)

PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables). (See R05-S3C2; M05-S2C1)

(Grade 6)

PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, **rubrics**, labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)

### **Science:**

#### **Strand 3: Science in Personal and Social Perspectives**

Science in Personal and Social Perspective emphasizes developing the ability to design a solution to a problem., to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers and planners.

#### **Concept 2: Science and Technology in Society**

Develop viable solutions to a need or problem.

(Grade 5)

PO 2. Explain how scientific knowledge, skills, and technological capabilities are integral to a variety of careers.

### **Social Studies:**

#### **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about

both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 2: Microeconomics** Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 2. Identify how people earn income by selling their labor to businesses or government.

PO 4. Describe the function of private business in producing goods and services.

### **Arts Education: Visual Arts**

#### **Standard 2: Art in Context**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

**2AV-E2.** Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed

(Grade 5)

PO 1. Determine careers in the visual arts

PO 2. Research a particular career choice for qualifications necessary

(Grade 6)

PO 1. Determine careers in the visual arts

PO 2. Research a particular career choice for qualifications necessary

### **Workplace Skills:**

#### **Standard 2**

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

(Grades 5 and 6)

**2WP-E1.** Apply math Strands 1-5 to a variety of workplace scenarios

#### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E1.** Evaluate areas of interest and/or potential career choices

PO 1. Identify areas of interest (e.g., personal, career)

**5WP-E3.** Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)

<p>PO 1. Identify academic preparation necessary for a variety of careers</p> <p><b>5WP-E4.</b> Identify careers which capitalize on individual strengths and interests</p> <p>PO 1. Identify areas of interest (e.g., personal, career)</p> <p>PO 2. Evaluate individual skills</p> <p>PO 3. Evaluate a variety of potential career choices</p> <p><b>Standard 8</b></p> <p>Students apply principles of resource management and develop skills that promote personal and professional well-being. (Grades 5 and 6)</p> <p><b>8WP-E1.</b> Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task</p> <p>PO 1. Define a personal/professional goal</p> <p>PO 2. Create personal/academic goals</p> <p>PO 3. Develop a community service goal</p> <p>PO 4. Develop a time management program</p> <p><b>8WP-E2.</b> Describe the importance of balancing home, school and community activities to reduce stress</p> <p>PO 1. Define personal stress factors</p> <p>PO 2. Identify how home, school, community activities can affect stress</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A 7 Show how your educational achievement and performance can expand your workplace options.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g.,

critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
------------------------------------------------------------------------------------------------------------------------------------------

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### ACADEMIC DEVELOPMENT:

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### CAREER DEVELOPMENT:

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Identify career goals

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

### PERSONAL/SOCIAL DEVELOPMENT:

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications



# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Reading
- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Reasoning

### Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Human Resources

### Interpersonal:

- Participates as Member of a Team
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information

### Systems:

- Understands Systems

## THE MAKE IT REAL GAME: SESSION 3

### Session Three: Making a Company

**Summary:** Students create companies and discover how to work as a team by combining their different work skills.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

### Language Arts:

#### Standard 4: Viewing/Presenting:

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**4VP-E3.** Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

**Social Studies:****Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 2: Microeconomics** Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 2. Identify how people earn income by selling their labor to businesses or government.

PO 4. Describe the function of private business in producing goods and services.

**Arts Education: Visual Arts****Standard 1: Creating Art**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

**1AV-E1.** Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences

(Grade 5)

PO 1. Create artwork using the most appropriate media to communicate ideas and Experiences

(Grade 6)

PO 1. Create artwork using the most appropriate techniques and processes to communicate ideas and experiences

PO 2. Analyze the effectiveness of the characteristics of the specific media used to enhance the communication of experiences and ideas

**Standard 3: Art as Inquiry**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

**3AV-E6.** Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics

(Grade 5)

PO 1. Identify images used to influence messages used by business, industry, and politics

PO 2. Describe the persuasive power of the images to influence messages used by business, industry and politics

(Grade 6)

PO 1. Develop a presentation illustrating the persuasive power of the visual arts to influence messages used by business, industry and politics

**Workplace Skills:**

**Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

**Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

PO 3. Develop tool to measure effort and perseverance of individual team members

**4WP-E4.** Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

PO 4. Develop a tool to evaluate the roles/skills of self and group

**Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community
-------------------------------------------------------------------------------------

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 8 Recognize that you should accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop employment readiness

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications



# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Seeing Things in the Mind's Eye

### Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Time
- Material and Facilities
- Human Resources

### Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

### Systems:

- Understands Systems

### Technology:

- Selects Technology
- Applies Technology to Task

## THE MAKE IT REAL GAME: SESSION 4

### Session Four: Making Lifestyle Choices

**Summary:** Students will explore and make lifestyle decisions by choosing houses, vehicles, and leisure activities they wish to have in their adult lives (roles).

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

### Language Arts:

#### Writing

#### Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

interdisciplinary connections.

**Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

(Grade 5)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables). (See R05-S3C2; M05-S2C1)*

(Grade 6)

*PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)*

**Social Studies:**

**Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

**Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(Grade 5)

*PO 1. Describe ways an individual can contribute to a school or community.*

(Grade 6)

*PO 1. Describe ways an individual can contribute to a school or community.*

**Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 1: Foundations of Economics** The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(Grade 6)

PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.

PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.

**Concept 2: Microeconomics** Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 1. Describe how competition, markets, and prices influence peoples' behavior.

Connect with:

Strand 1 Concept 4

PO 2. Identify how people earn income by selling their labor to businesses or government.

### **Workplace Skills:**

#### **Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**1WP-E7.** Identify the relevant details and facts of written materials

PO 2. Identify relevant facts contained in selected written material

#### **Standard 2**

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

(Grades 5 and 6)

**2WP-E1.** Apply math Strands 1-5 to a variety of workplace scenarios

#### **Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

PO 5. Develop criteria to evaluate plan of action

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

**Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

**Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E1.** Evaluate areas of interest and/or potential career choices

PO 1. Identify areas of interest (e.g., personal, career)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

**Standard 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

**8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS3:** Integrate personal growth and change into your career development.

- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.K 3 Describe the concept of lifestyle.
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

- PS4.K 4 Recognize that your life roles and your lifestyle are connected.  
 PS4.A 4 Show how your life roles and your lifestyle are connected.

### **EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.  
 ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 3 Demonstrate that you are an independent learner.  
 ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

- CM2.A 2 Demonstrate the use of a decision-making model.  
 CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.  
 CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

Plan to achieve goals

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

Acquire personal safety skills



# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Arithmetic/Mathematics
- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Reasoning

### Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Time
- Human Resources

### Interpersonal:

- Participates as Member of a Team
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information

### Systems:

- Understands Systems

## THE MAKE IT REAL GAME: SESSION 5

### Session Five: Making a Town Work

**Summary:** Students explore the working nature of their town and discover the numerous types of occupations that make a town work.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

### Language Arts:

#### Writing

#### Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

interdisciplinary connections.

**Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

(Grade 5)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).*

(See R05-S3C2; M05-S2C1)

(Grade 6)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).*

(See R06-S3C2; M06-S2C1)

**Social Studies:**

**Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 2: Microeconomics** Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 2. Identify how people earn income by selling their labor to businesses or government.

PO 4. Describe the function of private business in producing goods and services.

PO 6. Explain the function of government in providing certain goods and services through taxation. Connect with: Strand 1 Concept 4

**Workplace Skills:**

**Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

<p>PO 2. Evaluate possible solutions in a designated scenario</p> <p><b>3WP-E4.</b> Monitor progress and make adjustment to meet stated objectives</p> <p>PO 1. Identify activities for given objectives</p> <p>PO 3. Evaluate progress towards objective</p> <p><b>Standard 4</b></p> <p>Students work individually and collaboratively within team settings to accomplish objectives.</p> <p>(Grades 5 and 6)</p> <p><b>4WP-E1.</b> Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns</p> <p>PO 1. Identify characteristics of mutual trust</p> <p>PO 2. Identify characteristics of mutual respect</p> <p>PO 3. Describe ways to build mutual trust and respect</p> <p><b>4WP-E2.</b> Analyze the difference between individual and group decisions and accomplishments</p> <p>PO 1. Identify the characteristics of individual decisions and accomplishments</p> <p>PO 2. Identify the characteristics of group decisions and accomplishments</p> <p><b>4WP-E3.</b> Exert a high level of effort and perseverance toward goal attainment, as a team member</p> <p>PO 1. Identify the team goal</p> <p>PO 2. Identify the team member roles and responsibilities</p> <p><b>4WP-E4.</b> Assume leadership roles in team settings</p> <p>PO 2. Examine self roles/skills in a group setting</p> <p>PO 3. Demonstrate leadership roles/skills in a group</p> <p><b>Standard 5</b></p> <p>Students will demonstrate a set of marketable skills that enhance career options.</p> <p>(Grades 5 and 6)</p> <p><b>5WP-E2.</b> Demonstrate work ethics and behaviors for success as defined by school and community</p> <p>PO 2. Demonstrate identified work ethics and behaviors in your school and community</p> <p><b>5WP-E4.</b> Identify careers which capitalize on individual strengths and interests</p> <p>PO 3. Evaluate a variety of potential career choices</p> <p><b>Standard 6</b></p> <p>Students illustrate how social, organizational and technological systems function.</p> <p>Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).</p> <p>(Grades 5 and 6)</p> <p><b>6WP-E1.</b> Identify the factors impacting the level of effectiveness of systems</p> <p>PO 1. Define a system</p> <p>PO 2. Identify numerous systems that impact students' daily lives</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A 7 Show how your educational achievement and performance can expand your workplace options.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

Acquire personal safety skills

# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

### Personal Qualities:

- Responsibility
- Sociability
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Material and Facilities

### Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

### Systems:

- Understands Systems



## THE MAKE IT REAL GAME: SESSION 6

### Session Six: Making a Town Complete

**Summary:** Students create new businesses that become their clients. Students explore nine industry groups, list the existing town businesses and services under the industry group categories, identify industry areas that their town lacks, and create new businesses or services to expand the industry base of their town.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

#### Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

#### Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

(Grade 5)

PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

(Grade 6)

PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).

## **Language Arts:**

### **Writing**

#### **Strand 3: Writing Applications**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### **Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

(Grade 5)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).*

(See R05-S3C2; M05-S2C1)

(Grade 6)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).*

(See R06-S3C2; M06-S2C1)

## **Social Studies:**

### **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

#### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

<p>PO 2. Identify how people earn income by selling their labor to businesses or government.</p> <p>PO 3. Describe ways in which entrepreneurs take risks to develop new goods and services.</p> <p>PO 4. Describe the function of private business in producing goods and services.</p> <p>PO 5. Discuss the function of banks in providing checking accounts, savings accounts, and loans.</p> <p>PO 6. Explain the function of government in providing certain goods and services through taxation. Connect with: Strand 1 Concept 4</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Workplace Skills:**

#### **Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion

PO 1. Summarize main ideas of an oral or written presentation

PO 2. Differentiate between facts and opinions in a presentation (Grades 6-8)

PO 3. Formulate related questions in a presentation

PO 4. Express opinions relating to the main idea in a presentation

**1WP-E6.** Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

#### **Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

- PO 4. Assess risks and risk factors in a designated scenario
- 3WP-E4.** Monitor progress and make adjustment to meet stated objectives
- PO 1. Identify activities for given objectives
- PO 2. Designate assessment tasks to measure progress towards objectives
- PO 3. Evaluate progress towards objective
- PO 4. Revise activities when necessary to achieve objective

#### **Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

- PO 1. Identify characteristics of mutual trust
- PO 2. Identify characteristics of mutual respect
- PO 3. Describe ways to build mutual trust and respect
- PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

- PO 1. Identify the characteristics of individual decisions and accomplishments
- PO 2. Identify the characteristics of group decisions and accomplishments
- PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

- PO 1. Identify the team goal
- PO 2. Identify the team member roles and responsibilities

**4WP-E4.** Assume leadership roles in team settings

- PO 1. Define leadership skills
- PO 2. Examine self roles/skills in a group setting
- PO 3. Demonstrate leadership roles/skills in a group

#### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

- PO 1. Identify characteristics of work ethics and behavior as defined by school and community
- PO 2. Demonstrate identified work ethics and behaviors in your school and community

**5WP-E4.** Identify careers which capitalize on individual strengths and interests

- PO 1. Identify areas of interest (e.g., personal, career)
- PO 2. Evaluate individual skills
- PO 3. Evaluate a variety of potential career choices

**Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A 7 Show how your educational achievement and performance can expand your workplace options.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

#### **Standard C:**

Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

### **PERSONAL/SOCIAL DEVELOPMENT:**

#### **Standard A:**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications



# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

### Personal Qualities:

- Responsibility
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Material and Facilities

### Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

### Systems:

- Understands Systems
- Monitors and Corrects Performance
- Improves or Designs Systems

## THE MAKE IT REAL GAME: SESSION 7

### Session Seven: The Spin Game

**Summary:** Students in their company groups play the Spin Game, testing their knowledge of work roles, occupational concepts, vocabulary, town businesses and services, and the major industry groups. Students also increase their knowledge and awareness of the wide variety of occupations and businesses.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Standard 4: Viewing/Presenting:

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.

### Workplace Skills:

#### Standard 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E5.** Reflect on the action taken to determine what has been gained, lost or achieved

PO 1. Evaluate what has been gained, lost or achieved

#### Standard 4

Students work individually and collaboratively within team settings to accomplish

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

**4WP-E4.** Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

**5WP-E3.** Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)

PO 1. Identify academic preparation necessary for a variety of careers

**5WP-E4.** Identify careers which capitalize on individual strengths and interests

PO 1. Identify areas of interest (e.g., personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

### **Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS3:** Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

### **EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM1:** Create and manage a career plan that meets your career goals.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K 4 Identify several ways to classify occupations.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and

technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.

CM5.R 2 Evaluate the results of your career management relative to changing economic conditions.

CM5.K 3 Identify employment trends that affect your career plans.

CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.

CM5.R 3 Evaluate the results of your career management relative to changes in employment trends.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

- Acquire personal safety skills



## **SCANS EMPLOYABILITY SKILLS**

**(Secretary's Commission on Achieving Necessary Skills)**

### **THREE-PART FOUNDATION**

#### **Basic Skills:**

- Listening
- Speaking

#### **Thinking Skills:**

- Creative Thinking
- Seeing Things in the Mind's Eye
- Reasoning

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Integrity/Honesty

### **FIVE COMPETENCIES**

#### **Interpersonal:**

- Participates as Member of a Team

#### **Information:**

- Acquires and Evaluates Information
- Interprets and Communicates Information

## THE MAKE IT REAL GAME: SESSION 8

### Session Eight: Making a Living

**Summary** Students are introduced to the concept of economy and global economy. Students in their companies secure a work contract and begin to work together to create a Research Plan.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

#### Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

#### Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 5)

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

<p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). (Grade 6)</p> <p>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Language Arts:**

**Writing**

**Strand 3: Writing Applications**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

**Concept 6: Research**

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

(Grade 5)

*PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).*

(See R05-S3C1-04, -05, -06)

(Grade 6)

PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:

- a. paraphrasing to convey ideas and details from the source
- b. **main idea(s)** and relevant details

(See R06-S3C1-05, -06, -07)

**Language Arts:**

**Standard 4: Viewing/Presenting:**

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**VP-E2.** Plan, develop, and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images

**Social Studies:**

**Strand 3: Civics and Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the

importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

**Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(Grade 5)

PO 1. Describe ways an individual can contribute to a school or community.

(Grade 6)

*PO 1. Describe ways an individual can contribute to a school or community.*

**Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(Grade 6)

PO 5. Explain how trade promoted economic growth throughout world regions.

Connect with: Strand 2 Concept 3, Strand 2 Concept 4

**Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 1. Describe how competition, markets, and prices influence peoples' behavior.

Connect with:

Strand 1 Concept 4

PO 2. Identify how people earn income by selling their labor to businesses or government.

PO 3. Describe ways in which entrepreneurs take risks to develop new goods and services.

PO 4. Describe the function of private business in producing goods and

services.
-----------

**Workplace Skills:****Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**1WP-E1.** Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications

PO 1. Prepare a coherent speech with an introduction, body, and conclusion

PO 2. Present verbal and non-verbal forms of communication in presenting the speech

PO 3. Select a variety of forms of print and non-print material to convey the message

**1WP-E6.** Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

**Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

PO 5. Develop criteria to evaluate plan of action

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

PO 4. Assess risks and risk factors in a designated scenario

**3WP-E4.** Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objective

<p>PO 4. Revise activities when necessary to achieve objective</p> <p><b>3WP-E5.</b> Reflect on the action taken to determine what has been gained, lost or achieved</p> <p>PO 1. Evaluate what has been gained, lost or achieved</p> <p><b>3WP-E6.</b> Identify a need for data, obtain it and develop a validation instrument for determining its accuracy</p> <p>PO 1. Compare the results with the criteria for accuracy</p> <p>PO 2. Collect data to analyze workplace problems</p> <p><b>Standard 4</b></p> <p>Students work individually and collaboratively within team settings to accomplish objectives. (Grades 5 and 6)</p> <p><b>4WP-E1.</b> Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns</p> <p>PO 1. Identify characteristics of mutual trust</p> <p>PO 2. Identify characteristics of mutual respect</p> <p>PO 3. Describe ways to build mutual trust and respect</p> <p>PO 4. Design action plan for negotiating concerns</p> <p><b>4WP-E2.</b> Analyze the difference between individual and group decisions and accomplishments</p> <p>PO 1. Identify the characteristics of individual decisions and accomplishments</p> <p>PO 2. Identify the characteristics of group decisions and accomplishments</p> <p>PO 3. Compare the characteristics of individual and group decisions and accomplishments</p> <p><b>4WP-E3.</b> Exert a high level of effort and perseverance toward goal attainment, as a team member</p> <p>PO 1. Identify the team goal</p> <p>PO 2. Identify the team member roles and responsibilities</p> <p>PO 3. Develop tool to measure effort and perseverance of individual team members</p> <p><b>4WP-E4.</b> Assume leadership roles in team settings</p> <p>PO 1. Define leadership skills</p> <p>PO 2. Examine self roles/skills in a group setting</p> <p>PO 3. Demonstrate leadership roles/skills in a group</p> <p>PO 4. Develop a tool to evaluate the roles/skills of self and group</p> <p><b>Standard 5</b></p> <p>Students will demonstrate a set of marketable skills that enhance career options. (Grades 5 and 6)</p> <p><b>5WP-E1.</b> Evaluate areas of interest and/or potential career choices</p> <p>PO 1. Identify areas of interest (e.g., personal, career)</p> <p>PO 2. Evaluate individual skills</p> <p>PO 3. Evaluate a variety of potential career choices</p> <p><b>5WP-E2.</b> Demonstrate work ethics and behaviors for success as defined by school and community</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>PO 1. Identify characteristics of work ethics and behavior as defined by school and community</p> <p>PO 2. Demonstrate identified work ethics and behaviors in your school and community</p> <p><b>5WP-E4.</b> Identify careers which capitalize on individual strengths and interests</p> <p>PO 1. Identify areas of interest (e.g., personal, career)</p> <p>PO 2. Evaluate individual skills</p> <p>PO 3. Evaluate a variety of potential career choices</p> <p><b>Standard 6</b></p> <p>Students illustrate how social, organizational and technological systems function.</p> <p>Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).</p> <p>(Grades 5 and 6)</p> <p><b>6WP-E1.</b> Identify the factors impacting the level of effectiveness of systems</p> <p>PO 1. Define a system</p> <p>PO 2. Identify numerous systems that impact students' daily lives</p> <p>PO 3. Compare how systems vary in effectiveness</p> <p>PO 4. Identify how factors influence the effectiveness of a system</p> <p><b>Standard 8</b></p> <p>Students apply principles of resource management and develop skills that promote personal and professional well-being.</p> <p>(Grades 5 and 6)</p> <p><b>8WP-E1.</b> Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task</p> <p>PO 1. Define a personal/professional goal</p> <p>PO 2. Create personal/academic goals</p> <p>PO 4. Develop a time management program</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 7 Demonstrate the ability to handle outside pressure on you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.



- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.A 4 Show how exploring options affected a decision you made.
- CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

- CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
- CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 2 Identify economic conditions that affect your career plans. CM5.K 3 Identify employment trends that affect your career plans.
------------------------------------------------------------------------------------------------------------------------------------------

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### ACADEMIC DEVELOPMENT:

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept

- Acquire skills for improving learning

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

### CAREER DEVELOPMENT:

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop employment readiness

- Develop employment readiness

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals

- Apply skills to achieve career goals

### PERSONAL/SOCIAL DEVELOPMENT:

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

- Acquire personal safety skills

# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Reading
- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

### Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Time
- Material and Facilities
- Human Resources

### Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information

### Systems:

- Understands Systems

## THE MAKE IT REAL GAME: SESSION 9

### Session Nine: Making a Business Trip

**Summary:** Students go on a simulated business trip to gather research materials and information for their advertising campaigns.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Reading

#### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

(Grade 5)

PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).

(Grade 6)

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

#### Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

(Grade 5)

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Confirm predictions about text for accuracy.

PO 3. Generate clarifying questions in order to comprehend text.

PO 5. Connect information and events in text to experience and to related text and sources.

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

(Grade 6)

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Confirm predictions about text for accuracy.

PO 3. Generate clarifying questions in order to comprehend text.

PO 5. Connect information and events in text to experience and to related text and sources.

PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

### **Strand 3: Comprehending Informational Text**

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

#### **Concept 1: Expository Text**

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

(Grade 5)

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.

PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.

PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)

(Grade 6)

PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.

PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide

words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

PO 9. Draw valid conclusions about expository text, supported by text evidence.

### **Concept 2: Functional Text**

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 5)

PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).

PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

(Grade 6)

PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.

PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).

### **Language Arts:**

#### **Writing**

#### **Strand 3: Writing Applications**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### **Concept 6: Research**

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

(Grade 5)

*PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).*

(See R05-S3C1-04, -05, -06)

*PO 2. Organize notes in a meaningful sequence.*

(See R05-S3C1-04, -05, -06)

(Grade 6)

PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:

- a. paraphrasing to convey ideas and details from the source

b. **main idea(s)** and relevant details  
(See R06-S3C1-05, -06, -07)

**Language Arts:**

**Standard 4: Viewing/Presenting:**

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**4VP-E1.** Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making, and cultural perceptions

**Mathematics:**

**Strand 2: Data Analysis, Probability, and Discrete Mathematics**

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

**Concept 1: Data Analysis (Statistics)**

Understand and apply data collection, organization and representation to analyze and sort data.

(Grade 5)

PO 3. Interpret graphical representations and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.

PO 4. Answer questions based on graphical representations, and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.

(Grade 6)

PO 3. Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.

PO 4. Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.

**Social Studies:**

**Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

**Concept 4: Human Systems**



Human cultures, their nature, and distribution affect societies and the Earth.

(Grade 6)

PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.

PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.

Connect with: Strand 2 Concept 2, 3, 4,

PO 5. Identify cultural norms that influence different social, political and economic activities of men and women.

Connect with: Strand 2 Concept 2

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

(Grade 5)

PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

(Grade 6)

*PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.*

### **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(Grade 6)

PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.

PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.

PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2

PO 4. Compare how money, as opposed to barter, facilitates trade.

PO 5. Explain how trade promoted economic growth throughout world regions.

Connect with: Strand 2 Concept 3, Strand 2 Concept 4
------------------------------------------------------

**Arts Education:****Standard 2: Art in Context**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

**2AV-E3.** Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context

(Grade 5)

PO 1. Determine characteristics in several artworks from the same cultural group

(Grade 6)

PO 1. Categorize subject matter based on cultural or historical content

**2AV-E4.** Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions

(Grade 5)

PO 2. Describe traditional art forms based on culture

(Grade 6)

PO 1. Categorize art images/objects for one's own social, economic, political, geographic, and/or cultural purposes

**Technology Education:****Standard 1: Fundamental Operations And Concepts**

Students understand the operations and function of technology systems and are proficient in the use of technology.

**1T-E2.** Demonstrate increasingly sophisticated operation of technology components

See: Arts {Music} (1AM-E9-10), Mathematics (1M-E6, 2M-E1), Science (1SC-E2) and Workplace Skills (7WP-E1)

(Grades 5 and 6)

PO 2. Retrieve and save information remotely (e.g., network servers, Internet, Intranet, peripheral devices)

PO 3. Demonstrate functional operation of technology devices (e.g., presentation devices, digital cameras, scanners, document cameras, scientific probes) (See Technology 3T-E2, PO1)

**Standard 2: Social, Ethical and Human Issues**

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

**2T-E2.** Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse

(Grades 5 and 6)

PO 1. Follow the rules for deciding when permission is needed for using the work of others, (e.g., some sites specify whether permission is required or not, some work is in public domain)

PO 2. Obtain permission to use the work of others (See Technology 5T-E2, PO3)

PO 3. Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of information) (See Technology 5T-E2, PO5)

### **Standard 5: Technology Research Tools**

Note: The performance objectives described in Standard 5 rely upon the mastery of skills and understanding of concepts from Standards 1-4 of this document.

#### **5T-E1. Locate information from electronic resources**

See: Arts {Theatre} (2AT-E4), Language Arts (W-E8) and Mathematics (2M-E1, PO1) (Grades 5 and 6)

PO 1. Identify electronic research resources

PO 2. Define subject searching and devise a search strategy to locate information using

available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources, grade level appropriate Internet resources)

PO 3. Explain the difference between subject and keyword searching

PO 4. Construct keyword searches including basic Boolean logic using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources and grade level appropriate Internet resources)

PO 5. Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources

#### **5T-E2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources** See: Social Studies (1SS-E1, PO2 and 1SS-E8, PO5-6) (Grades 5 and 6)

PO 1. Create citations for electronic research sources following a prescribed format

(See Technology 2T-E2, PO2)

PO 2. Gather research from a variety of electronic sources and identify the most appropriate information for answering the research question (See Technology 5T-D2, PO2)

PO 3. Obtain permission, when appropriate, to use the work of others (See Technology 2T-E2, PO3)

PO 4. Identify the components of a URL to determine the source of the information

PO 5. Identify the author of the information found from electronic resources and determine whether the author is an authority, displays bias and is a primary or secondary source

### **Workplace Skills:**

#### **Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

#### **1WP-E7. Identify the relevant details and facts of written materials**

PO 1. Identify the purpose of written material and response expected from reader

PO 2. Identify relevant facts contained in selected written material

**Standard 2**

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

(Grades 5 and 6)

**2WP-E1.** Apply math Strands 1-5 to a variety of workplace scenarios

**Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

PO 5. Develop criteria to evaluate plan of action

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

PO 4. Assess risks and risk factors in a designated scenario

**3WP-E4.** Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objective

PO 4. Revise activities when necessary to achieve objective

**3WP-E5.** Reflect on the action taken to determine what has been gained, lost or achieved

PO 1. Evaluate what has been gained, lost or achieved

**3WP-E6.** Identify a need for data, obtain it and develop a validation instrument for determining its accuracy

PO 1. Compare the results with the criteria for accuracy

PO 2. Collect data to analyze workplace problems

**Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for

negotiating concerns

- PO 1. Identify characteristics of mutual trust
- PO 2. Identify characteristics of mutual respect
- PO 3. Describe ways to build mutual trust and respect
- PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

- PO 1. Identify the characteristics of individual decisions and accomplishments
- PO 2. Identify the characteristics of group decisions and accomplishments
- PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

- PO 1. Identify the team goal
- PO 2. Identify the team member roles and responsibilities
- PO 3. Develop tool to measure effort and perseverance of individual team members

**4WP-E4.** Assume leadership roles in team settings

- PO 1. Define leadership skills
- PO 2. Examine self roles/skills in a group setting
- PO 3. Demonstrate leadership roles/skills in a group
- PO 4. Develop a tool to evaluate the roles/skills of self and group

### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.  
(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

- PO 1. Identify characteristics of work ethics and behavior as defined by school and community
- PO 2. Demonstrate identified work ethics and behaviors in your school and community

### **Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

- PO 1. Define a system
- PO 2. Identify numerous systems that impact students' daily lives
- PO 3. Compare how systems vary in effectiveness
- PO 4. Identify how factors influence the effectiveness of a system

**Standard 7**

Students demonstrate technological literacy for productivity in the workplace.

(Grades 5 and 6)

**7WP-E1.** Demonstrate basic computer operation skills in a variety of applications to organize information

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

**7WP-E2.** Use technology to organize information resources such as library and interlibrary catalog databases

PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

**Standard 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

(Grades 5 and 6)

**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

**8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 7 Demonstrate the ability to handle outside pressure on you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your

personal and career goals.

ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic



conditions into your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop employment readiness

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

- Acquire personal safety skills

# SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

## THREE-PART FOUNDATION

### Basic Skills:

- Reading
- Writing
- Arithmetic/Mathematics
- Listening
- Speaking

### Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

### Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

## FIVE COMPETENCIES

### Resources:

- Time
- Material and Facilities
- Human Resources

### Interpersonal:

- Participates as Member of a Team
- Teaches Others New Skills
- Exercises Leadership
- Negotiates
- Works With Diversity

### Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

### Systems:

- Understands Systems
- Monitors and Corrects Performance
- Improves or Designs Systems

**Technology:**

Selects Technology

Applies Technology to Task

## THE MAKE IT REAL GAME: SESSION 10

### Session Ten: Making It Work

**Summary:** Students use their business trip findings and the research materials they have gathered to create a marketing/advertising campaign for their client countries.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Writing

#### **Strand 3: Writing Applications (Note: Standards addressed will vary with presentation format)**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### **Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

(Grade 5)

*PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:*

- a. ***figurative language***
- b. ***rhythm***
- c. ***dialogue***
- d. ***characterization***
- e. ***plot***
- f. ***appropriate format***

(Grade 6)

*PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:*

- a. ***figurative language***
- b. ***rhythm***
- c. ***dialogue***

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

- d. **characterization**
- e. **plot**
- f. *appropriate format*

### **Concept 2: Expository**

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

(Grade 5)

*PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.*

(Grade 6)

*PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic*

### **Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

(Grade 5)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).*

(See R05-S3C2; M05-S2C1)

(Grade 6)

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).*

(See R06-S3C2; M06-S2C1)

### **Concept 4: Persuasive**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Grade 5)

*PO 1. Write persuasive text (e.g., advertisement, paragraphs) that attempts to influence the reader. (See R05-S3C3)*

(Grade 6)

*PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:*

- a. establishes and develops a **controlling idea**
- b. supports arguments with detailed **evidence**
- c. includes **persuasive techniques**
- d. excludes irrelevant information

(See R06-S3C3)

**Language Arts:****Standard 3: Listening and Speaking**

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

(Grades 5 and 6)

**LS-E2.** Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communication with a specific audience

**Standard 4: Viewing/Presenting:**

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**4VP-E2.** Plan, develop, and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images

**Arts Education:****Standard 1: Creating Art**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

**1AV-E1.** Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences

(Grade 5)

PO 1. Create artwork using the most appropriate media to communicate ideas and experiences

(Grade 6)

PO 1. Create artwork using the most appropriate techniques and processes to communicate ideas and experiences

PO 2. Analyze the effectiveness of the characteristics of the specific media used to enhance the communication of experiences and ideas

**1AV-E2.** Demonstrate increasing technical ability and skill to complete visual arts assignments

(Grade 5)

PO 1. Demonstrate technical ability and skill to complete visual arts assignments

(Grade 6)

PO 1. Demonstrate technical ability and skill to complete visual arts assignments

**1AV-E5.** Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions

(Grade 5)

PO 1. Identify the issues to be addressed within one's own artwork

PO 2. Determine the variety of options one could use in producing an artwork to address an artistic problem

PO 3. Select the specific options that would best solve an artistic problem

PO 4. Create an artwork that best solves an artistic problem

(Grade 6)

PO 1. Analyze factors leading to a successful resolution of an artistic problem

PO 2. State rationale for the choices or options selected in resolving the artistic problem

**Technology Education:**

**Standard 1: Fundamental Operations And Concepts**

Students understand the operations and function of technology systems and are proficient in the use of technology.

**1T-E2.** Demonstrate increasingly sophisticated operation of technology components

See: Arts {Music} (1AM-E9-10), Mathematics (1M-E6, 2M-E1), Science (1SC-E2) and Workplace Skills (7WP-E1)

(Grades 5 and 6)

PO 3. Demonstrate functional operation of technology devices (e.g., presentation devices, digital cameras, scanners, document cameras, scientific probes) (See Technology 3T-E2, PO1)

**Standard 2: Social, Ethical and Human Issues**

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

**2T-E2.** Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse

(Grades 5 and 6)

PO 1. Follow the rules for deciding when permission is needed for using the work of others, (e.g., some sites specify whether permission is required or not, some work is in public domain)

PO 2. Obtain permission to use the work of others (See Technology 5T-E2, PO3)

PO 3. Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of information) (See Technology 5T-E2, PO5)

**Standard 3: Technology Productivity Tools**

Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.

**3T-E1.** Use formatting capabilities of technology tools for communicating and illustrating See: Language Arts (W-F1, PO5)

(Grades 5 and 6)

PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag)

PO 2. Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools)

**3T-E3.** Publish and present information using technology tools

See: Science (1SC-E3, PO2 grades 4-5, or PO1, grades 6-8)

(Grades 5 and 6)



- PO 1. Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet)
- PO 2. Publish or present the above production (See Technology 4T-E2, PO1 or 4T-E3)

#### **Standard 4: Technology Communications Tools**

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

**4T-E2.** Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom See: Language Arts (W-E2-E7, LS-E)

(Grades 5 and 6)

- PO 1. Plan, design and present an academic product using technology tools (e.g., multi-media authoring, presentation software, digital cameras, scanners, projection devices)

#### **Workplace Skills:**

##### **Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**1WP-E1.** Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications

- PO 1. Prepare a coherent speech with an introduction, body, and conclusion

- PO 2. Present verbal and non-verbal forms of communication in presenting the speech

- PO 3. Select a variety of forms of print and non-print material to convey the message

**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion

- PO 1. Summarize main ideas of an oral or written presentation

- PO 2. Differentiate between facts and opinions in a presentation (Grade 6)

- PO 3. Formulate related questions in a presentation

- PO 4. Express opinions relating to the main idea in a presentation

**1WP-E5.** Interpret, clarify, and evaluate a presenter's point of view

- PO 1. Explain the presenter's point of view (Grades 4-5)

- PO 2. Compare the presenter's point of view with personal point of view

**1WP-E6.** Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

- PO 1. Deliver a factual presentation using appropriate terminology

- PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

**1WP-E8.** Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the

proper form whether it be a personal or business letter, message, memo, manual directions or applications

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases

PO 3. Write ideas that are clear and directly related to the topic

### **Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

PO 5. Develop criteria to evaluate plan of action

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

PO 4. Assess risks and risk factors in a designated scenario

**3WP-E4.** Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objective

PO 4. Revise activities when necessary to achieve objective

**3WP-E5.** Reflect on the action taken to determine what has been gained, lost or achieved

PO 1. Evaluate what has been gained, lost or achieved

### **Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

PO 3. Develop tool to measure effort and perseverance of individual team members

**4WP-E4.** Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

PO 4. Develop a tool to evaluate the roles/skills of self and group

### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

### **Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

### **Standard 7**

Students demonstrate technological literacy for productivity in the workplace.

(Grades 5 and 6)

**7WP-E1.** Demonstrate basic computer operation skills in a variety of applications to organize information

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

**7WP-E2.** Use technology to organize information resources such as library and interlibrary catalog databases

PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

### **Standard 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

(Grades 5 and 6)

**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

**8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop employment readiness

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

## **SCANS EMPLOYABILITY SKILLS**

**(Secretary's Commission on Achieving Necessary Skills)**

### **THREE-PART FOUNDATION**

#### **Basic Skills:**

- Reading
- Writing
- Arithmetic/Mathematics
- Listening
- Speaking

#### **Thinking Skills:**

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

### **FIVE COMPETENCIES**

#### **Resources:**

- Time
- Material and Facilities
- Human Resources

#### **Interpersonal:**

- Participates as Member of a Team
- Teaches Others New Skills
- Serves Clients/Customers
- Exercises Leadership
- Negotiates
- Works With Diversity

#### **Information:**

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

#### **Systems:**

- Understands Systems
- Monitors and Corrects Performance



<p>Improves or Designs Systems</p> <p><b>Technology:</b></p> <p>Selects Technology</p> <p>Applies Technology to Task</p>
--------------------------------------------------------------------------------------------------------------------------

## THE MAKE IT REAL GAME: SESSION 11

### Session Eleven: The Spin Game

**Summary:** Students play the Spin Game a second time, testing their knowledge of work roles, occupational concepts, vocabulary, and their town businesses and services. Students also increase their knowledge and awareness of the wide variety of occupations and businesses.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### Standard 4: Viewing/Presenting:

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**3LS-E3.** Interpret and respond to questions and evaluate responses both as interviewer and interviewee

### Social Studies:

#### Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

#### Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(Grade 5)

PO 2. Identify how people earn income by selling their labor to businesses or

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

government.
-------------

**Workplace Skills:****Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E5.** Reflect on the action taken to determine what has been gained, lost or achieved

PO 1. Evaluate what has been gained, lost or achieved

**Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

**4WP-E4.** Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

**Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

- PO 1. Identify characteristics of work ethics and behavior as defined by school and community
- PO 2. Demonstrate identified work ethics and behaviors in your school and community
- 5WP-E3.** Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)
  - PO 1. Identify academic preparation necessary for a variety of careers
- 5WP-E4.** Identify careers which capitalize on individual strengths and interests
  - PO 1. Identify areas of interest (e.g., personal, career)
  - PO 2. Evaluate individual skills
  - PO 3. Evaluate a variety of potential career choices

**Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

- 6WP-E1.** Identify the factors impacting the level of effectiveness of systems
  - PO 2. Identify numerous systems that impact students' daily lives
  - PO 3. Compare how systems vary in effectiveness
  - PO 4. Identify how factors influence the effectiveness of a system

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS3:** Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

**EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.R 3 Assess how well you function as an independent learner.
- ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
- ED2.A 5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.
- ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
- ED2.A 6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
- ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and

apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM1:** Create and manage a career plan that meets your career goals.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

**Goal CM2:** Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 9 Recognize that decision-making often involves compromise.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K 4 Identify several ways to classify occupations.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### **ACADEMIC DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Achieve school success

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

### **CAREER DEVELOPMENT:**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

### **PERSONAL/SOCIAL DEVELOPMENT:**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

Acquire personal safety skills



## **SCANS EMPLOYABILITY SKILLS**

**(Secretary's Commission on Achieving Necessary Skills)**

### **THREE-PART FOUNDATION**

#### **Basic Skills:**

- Listening
- Speaking

#### **Thinking Skills:**

- Creative Thinking
- Seeing Things in the Mind's Eye
- Reasoning

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Integrity/Honesty

### **FIVE COMPETENCIES**

#### **Interpersonal:**

- Participates as Member of a Team

#### **Information:**

- Acquires and Evaluates Information
- Interprets and Communicates Information

## THE MAKE IT REAL GAME: SESSION 12

### Session Twelve: Making It Real

**Summary:** Students review and demonstrate the results of their career exploration journey through *The Make It Real Game* program to an audience of parents, invited guests, and school staff.

## ARIZONA ACADEMIC STANDARDS\*

### Language Arts:

#### **Standard 3: Listening and Speaking**

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

(Grades 5 and 6)

**LS-E2.** Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communication with a specific audience

#### **Standard 4: Viewing/Presenting:**

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 5 and 6)

**4VP-E2.** Plan, develop, and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images

### Technology Education:

#### **Standard 3: Technology Productivity Tools**

Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.

**3T-E3.** Publish and present information using technology tools

See: Science (1SC-E3, PO2 grades 4-5, or PO1, grades 6-8)

(Grades 5 and 6)

PO 1. Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet)

PO 2. Publish or present the above production (See Technology 4T-E2, PO1 or

---

\* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

4T-E3)

**Standard 4: Technology Communications Tools**

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

**4T-E2.** Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom See: Language Arts (W-E2-E7, LS-E)

(Grades 5 and 6)

PO 1. Plan, design and present an academic product using technology tools (e.g., multi-media authoring, presentation software, digital cameras, scanners, projection devices)

**Workplace Skills:**

**Standard 1**

Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grades 5 and 6)

**1WP-E1.** Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications

PO 1. Prepare a coherent speech with an introduction, body, and conclusion

PO 2. Present verbal and non-verbal forms of communication in presenting the speech

PO 3. Select a variety of forms of print and non-print material to convey the message

**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion

PO 1. Summarize main ideas of an oral or written presentation

PO 2. Differentiate between facts and opinions in a presentation (Grade 6)

PO 3. Formulate related questions in a presentation

PO 4. Express opinions relating to the main idea in a presentation

**1WP-E6.** Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

**Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

(Grades 5 and 6)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

- PO 2. Identify characteristics of mutual respect
- PO 3. Describe ways to build mutual trust and respect
- PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

- PO 1. Identify the characteristics of individual decisions and accomplishments
- PO 2. Identify the characteristics of group decisions and accomplishments
- PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

- PO 1. Identify the team goal
- PO 2. Identify the team member roles and responsibilities
- PO 3. Develop tool to measure effort and perseverance of individual team members

**4WP-E4.** Assume leadership roles in team settings

- PO 1. Define leadership skills
- PO 2. Examine self roles/skills in a group setting
- PO 3. Demonstrate leadership roles/skills in a group
- PO 4. Develop a tool to evaluate the roles/skills of self and group

### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

(Grades 5 and 6)

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

- PO 1. Identify characteristics of work ethics and behavior as defined by school and community
- PO 2. Demonstrate identified work ethics and behaviors in your school and community

### **Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grades 5 and 6)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

- PO 1. Define a system
- PO 2. Identify numerous systems that impact students' daily lives
- PO 3. Compare how systems vary in effectiveness
- PO 4. Identify how factors influence the effectiveness of a system

### **Standard 7**

Students demonstrate technological literacy for productivity in the workplace.

(Grades 5 and 6)

**7WP-E1.** Demonstrate basic computer operation skills in a variety of applications to organize information

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

**7WP-E2.** Use technology to organize information resources such as library and interlibrary catalog databases

PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

**Standard 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

(Grades 5 and 6)

**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 4. Develop a time management program

**8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

## NATIONAL CAREER DEVELOPMENT GUIDELINES

### PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

### EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement

and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

### **CAREER MANAGEMENT DOMAIN**

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application

A – Application

R – Reflection

## AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

### ACADEMIC DEVELOPMENT:

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

### CAREER DEVELOPMENT:

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop employment readiness

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

- Apply skills to achieve career goals

### PERSONAL/SOCIAL DEVELOPMENT:

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

**Standard C:** Students will understand safety and survival skills.

- Acquire personal safety skills



## **SCANS EMPLOYABILITY SKILLS**

**(Secretary's Commission on Achieving Necessary Skills)**

### **THREE-PART FOUNDATION**

#### **Basic Skills:**

- Listening
- Speaking

#### **Thinking Skills:**

- Creative Thinking

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

### **FIVE COMPETENCIES**

#### **Resources:**

- Material and Facilities
- Human Resources

#### **Interpersonal:**

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

#### **Information:**

- Interprets and Communicates Information

#### **Systems:**

- Understands Systems

#### **Technology:**

- Applies Technology to Task

## ARIZONA ACADEMIC STANDARDS

### Coding for Articulated Standards

**R00-S0C0**

**R    0 0 - S 0    C 0**

Subject (Reading)	Grade level	Strand	Concept
----------------------	----------------	--------	---------

#### Examples of standards' codes:

**Reading:** R09-S2C2 (Grade 9, Strand 2, Concept 2)

**Writing:** W09-S1C3 (Grade 9, Strand 1, Concept 3)

**Mathematics:** MHS-S5C1 (High School, Strand 5, Concept 1)

**Science:** SCHS-S1C1 (High School, Strand 1, Concept 1)

**Social Studies:** SS05-S1C1 (Grade 5, Strand 1, Concept 1)

#### Grade level codes:

All grades through Grade 8:

Grade 3 03

Grade 4 04

Grade 5 05

Grade 6 06

Grade 7 07

Grade 8 08

Grade 9 09

Grade 10 10

Grade 11 11

Grade 12 12

Mathematics: High School (one level) HS

Science: High School (one level) HS

Social Studies: High School (one level) HS

#### Performance Objective: PO

This may be included in the code by adding the Performance Objective number. Performance Objectives (PO) may be identified for one or more grade levels. They will have the same number but represent different grade levels.

**Example: R09-S1C1-01.**

**Additional Standards:**

		1T-E1	
1	T	-	E 1
Standard	Subject	Level	Concept
	(Technology)		

**Examples of standards' codes:**

**Listening and Speaking:** 3LS – F2 (Foundations, Concept 2)

**Viewing and Presenting:** 4LS – E1 (Essentials, Concept 1)

**Arts Education – Visual Arts:** 2AV-E3 (Essentials, Concept 3)

**Arts Education – Theatre Arts:** 3AV-P1 (Proficiency, Concept 1)

**Technology Education:** 1T – E2 (Essentials, Concept 2)

**Workplace Skills:** 2WP – D4 (Distinction, Concept 4)

Grades 1-3 (Foundations)

Grades 4-8 (Essentials)

High School (Proficiency)

High School Honors Honors (Distinction)

**Performance Objective: PO**

This may be included in the code by adding the Performance Objective number.

**Example: 3WP-P5-01.**

**For additional information:**

**Arizona Department of Education**

**Arizona Academic Standards**

**<http://www.ade.az.gov/standards/contentstandards.asp>**

## READING STANDARD

### Introduction

Reading is a complex skill that involves learning language and using it effectively in the active process of constructing meaning embedded in text. It requires students to fluently decode the words on a page, understand the vocabulary of the writer, and use strategies to build comprehension of the text. It is a vital form of communication in the 21st century and a critical skill for students of this “information age” as they learn to synthesize a vast array of texts. The Reading Standard Articulated by Grade Level will provide a clear delineation of what students need to know and be able to do at each grade level. This allows teachers to better plan instructional goals for students at any grade.

### Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003.

For complete information on the Reading Standard:

<http://www.ade.az.gov/standards/language-arts/articulated.asp>

### Strand One: Reading Process

Recent research has established the major components of effective reading instruction. They are identified in the six concepts of this strand, each supported with specific performance objectives. While different skills will be emphasized at different stages of a student’s reading development, all components are needed and used by fluent readers as they interact with text.

#### Concept 4: Vocabulary

Readers who develop a rich and varied repertoire of word meanings have a greater capacity for understanding the text they read. Reading vocabulary refers specifically to words readers recognize or use in print. Students learn vocabulary by direct instruction, and also indirectly through experiences in listening to read alouds and in reading on their own.

#### Concept 5: Fluency

Fluency is the ability to read a text with automaticity, accuracy, and expression to support comprehension. Fluency is a critical bridge between decoding and comprehension. Once a reader is able to access the printed words with confidence, he or she can better concentrate on reading for understanding.

#### Concept 6: Comprehension

Understanding the meaning embedded in text is the fundamental reason for reading. Good readers establish a purpose for reading and actively monitor their comprehension to accomplish their goal. They adjust the speed of their reading to accommodate challenging text, resolve comprehension problems while they’re reading, and check for understanding when they are

finished. Good readers consciously use comprehension strategies to make sense of what they have read.

### **Strand 2: Comprehending Literary Text**

This strand focuses on comprehension of fiction, including literature, poetry, and drama, and their historical and cultural contexts.

#### **Concept 1: Elements of Literature**

Comprehension elements in this concept address higher level thinking skills. This concept addresses the structure and elements of text such as plot, characters and theme, but also analyze, interpret, conclude and draw inferences. In this strand, students are expected to identify, analyze and interpret a variety of genres, relating them to their own experience and knowledge.

#### **Concept 2: Historical and Cultural Aspects of Literature**

This concept recognizes that comprehension of literary text is enhanced by an informed awareness of global issues and cultures. Literature that crosses cultural and national boundaries offers an excellent experience for students to broaden their horizons and understanding. Learning about the historical impact of an issue or incident allows today's students to make connections to the past and understand the present.

### **Stand 3: Comprehending Informational Text**

The comprehension skills particular to informational text can be taught across all content areas. Students need the opportunity to learn and practice these skills with the reading material they are required to read in various subject areas. It is important that students have the opportunity to read and understand real world text in order to apply these skills to their personal or workplace tasks.

#### **Concept 1: Expository Text**

Expository text, such as encyclopedias, articles, textbooks and reference sources, provides organized information and explanations. Students need to be able to use, interpret, and analyze expository text to locate information for school or personal use.

#### **Concept 2: Functional Text.**

Functional text, such as maps, schedules, forms and workplace manuals conveys information. Students need to be able to use, interpret, and analyze functional text in order to perform everyday practical tasks.

#### **Concept 3: Persuasive Text**

Persuasive text, such as in editorial essays, reviews or critiques is written to sway or impress the reader. Students need to carefully read and analyze persuasive text in order to determine that the information in the text is accurate and unbiased.

## WRITING STANDARD

### Introduction

The purpose of the Writing Standard Articulated by Grade Level is to equip students with the skills and knowledge needed to participate in society as literate citizens. The ability to communicate effectively in writing will be essential to their success in their communities and careers. Students may realize personal fulfillment and enjoyment as they learn to become proficient writers and continue as writers throughout their lives. Writing is a complex skill that involves learning language and using it effectively to convey meaning through text. This standard recognizes that students' abilities in writing develop from their earliest stages with phonetic spelling; to limited understanding of a certain genre; to the ability to produce conventional, coherent, unified documents. Their ideas are expressed in various forms, such as notes, lists, letters, journal writing, stories, web postings, instant messaging, essays, and reports. Effective writing may be evaluated by examining the use of ideas, organization, voice, word choice, sentence fluency, and conventions.

### Rationale

Requirements in the No Child Left Behind Act of 2001 (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. This refinement and articulation project was started in December 2003, and was completed in June 2004.

For more information on the Writing Standard:

<http://www.ade.az.gov/standards/language-arts/writing/articulated.asp>

### Strand One: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

#### Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

#### Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

#### Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

**Concept 4: Editing**

Editing includes proofreading and correcting the draft for conventions.

**Concept 5: Publishing**

Publishing includes formatting and presenting a final product for the intended audience.

**Strand 2: Writing Elements**

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

**Concept 1: Ideas and Content**

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

**Concept 2: Organization**

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

**Concept 3: Voice**

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

**Concept 4: Word Choice**

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

**Concept 5: Sentence Fluency**

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

**Concept 6: Conventions**

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

**Strand 3: Writing Applications**

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills,

and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

**Concept 1: Expressive**

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

**Concept 2: Expository**

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

**Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

**Concept 4: Persuasive**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

**Concept 6: Research**

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product



## MATHEMATICS STANDARD

### Introduction

Mathematics is a highly interconnected discipline. The need to understand and use a variety of mathematical strategies in multiple contextual situations has never been greater. Utilization of mathematics continues to increase in all aspects of everyday life, as a part of cultural heritage, the workplace, and in the scientific and technical communities. Today's changing world will offer enhanced opportunities and options for those who thoroughly understand mathematics. The Mathematics Standard Articulated By Grade Level describes a connected body of mathematical understandings and competencies that provide a foundation for all students. They define the understanding, conceptual knowledge, and skills that students are to acquire. Communication, problem solving, reasoning and proof, connections and representation are the process standards as described in the *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics (NCTM). These process standards are interwoven within all the content strands of the Arizona Mathematics Standard. The process standards emphasize ways to acquire and use the content knowledge. Mathematics education should enable students to fulfill personal ambitions and career goals in an informational age. In the NCTM *Principles and Standards* document it asks us to “*Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodations for those who need it*”.<sup>1</sup> The Arizona Mathematics Standard Articulated by Grade Level is intended to facilitate this vision.

### Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need to do a periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003. Due to the nature of the content, some performance objectives are repeated in subsequent grade levels. However, the intent is that the complexity, depth, and difficulty of the performance objective content must increase from one grade level to the next.

For more information on the Mathematic Standard:

<http://www.ade.az.gov/standards/math/articulated.asp>

### Strand One: Number Sense and Operations

Number Sense is the understanding of numbers and how they relate to each other and how they are used in specific context or real-world application. It includes an awareness of the different ways in which numbers are used, such as, counting, measuring, labeling, and locating. It includes an awareness of the different types of numbers, such as, whole numbers, integers, fractions, and decimals and the relationships between them, and when each is most useful. Number sense includes an understanding of the size of numbers, so that students should be able to recognize that the volume of their room is closer to 1,000 than 10,000 cubic feet. Students develop a sense of what numbers are: to use numbers and number relationships, to acquire basic facts, to solve a wide variety of real-world problems, and to estimate to determine the reasonableness of results.

**Concept 1: Number Sense**

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

**Concept 2: Numerical Operations**

Understand and apply numerical operations and their relationship to one another.

**Concept 3: Estimation**

Use estimation strategies reasonably and fluently.

**Strand 2: Data Analysis, Probability, and Discrete Math**

This strand requires students to use data collection, data analysis, statistics, probability, systematic listing and counting, and the study of graphs. This prepares the student for the study of discrete functions, fractals and chaos, and to make valid inferences, decisions, and arguments. Discrete mathematics is a branch of mathematics that is widely used in business and industry. Combinatorics is the mathematics of systematic counting. Vertex-edge graphs are used to model and solve problems involving paths, networks, and relationships among a finite number of objects.

**Concept 1: Data Analysis (Statistics)**

Understand and apply data collection, organization, and representation to analyze and sort data. This is considered to be the analysis and interpretation of numerical data in terms of samples and populations.

**Concept 2: Probability**

Understand and apply the basic concepts of probability. This is the field of mathematics that deals with the likelihood that an event will occur expressed as the ratio of the number of favorable outcomes in the set of outcomes divided by the total number of possible outcomes.

**Concept 3: Discrete Mathematics (Systematic Listing & Counting)**

Understand and demonstrate the systematic listing and counting of possible outcomes. This field of mathematics is generally referred to as Combinatorics.

**Concept 4: Discrete Mathematics (Vertex-Edge Graphs)**

Understand and apply the concepts vertex-edge graphs and networks. This field ties in graph theory with practical problems.

**Strand 3: Patterns, Algebra, and Functions**

Patterns occur everywhere in nature. Algebraic methods are used to explore, model and describe patterns, relationships, and functions involving numbers, shapes, iteration, recursion, and graphs within a variety of real-world problem solving situations. Iteration and recursion are used to model sequential, step-by-step change. Algebra emphasizes relationships among quantities, including functions, ways of representing mathematical relationships, and the analysis of change.

**Concept 1: Patterns**

Identify patterns and apply pattern recognition to reason mathematically. Students begin with simple repetitive patterns of many iterations. This is the beginning of recursive thinking. Later, students can study sequences that can best be defined and computed using recursion

**Concept 2: Functions & Relationships**

Describe and model functions and their relationships. For example, distribution and communication networks, laws of physics, population models, and statistical results can all be represented in the symbolic language of algebra.

**Concept 3: Algebraic Representations**

Represent and analyze mathematical situations and structures using algebraic representations. Algebraic representation is about abstract structures and about using the principles of those structures in solving problems expressed with symbols.

**Concept 4: Analysis of Change**

Analyze change in a variable over time and in various contexts such as, qualitative change, quantitative change, and the idea that slope represents the constant rate of change in linear functions, and functions that have non-constant rates of change.

**Strand 4: Geometry and Measurement**

Geometry is a natural place for the development of students' reasoning, higher thinking, and justification skills, culminating in work with proofs. Geometric modeling and spatial reasoning offer ways to interpret and describe physical environments and can be important tools in problem solving. Students use geometric methods, properties and relationships, transformations, and coordinate geometry as a means to recognize, draw, describe, connect, analyze, and measure shapes and representations in the physical world. Measurement is the assignment of a numerical value to an attribute of an object, such as the length of a pencil. At more-sophisticated levels, measurement involves assigning a number to a characteristic of a situation, as is done by the consumer price index. Understanding what a measurable attribute is and becoming familiar with the units and processes that are used in measuring attributes, is a major emphasis in this strand.

**Concept 1: Geometric Properties**

Analyze the attributes and properties of two- and three-dimensional shapes and develop mathematical arguments about their relationships (in conjunction with strand 5, concept 2).

**Concept 2: Transformation of Shapes**

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

**Concept 3: Coordinate Geometry**

Specify and describe spatial relationships using coordinate geometry and other representational systems.

**Concept 4: Measurement - Units of Measure - Geometric Objects**

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

### **Strand 5: Structure and Logic**

This strand is unique to the Arizona Mathematics Standard and might be considered an extension of problem solving. Students draw from the content of the other four strands to devise algorithms and analyze algorithmic thinking. Strand One and Strand Three provide the conceptual and computational basis for these algorithms. Logical reasoning and proof draws its substance from the study of geometry, patterns, and analysis to connect remaining strands. Students use algorithms, algorithmic thinking, and logical reasoning, both inductive and deductive, as they make conjectures and test the validity of arguments and proofs. They evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

#### **Concept 1: Algorithms and Algorithmic Thinking**

Use reasoning to solve mathematical problems in contextual situations. Determine step-by-step series of instructions to explain mathematical processes.

#### **Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof**

Evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions, and recognize and describe their applications. Develop mathematical arguments based on induction and deduction, and distinguish between valid and invalid arguments.

## SCIENCE STANDARD

### Introduction

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in Arizona schools. Application of scientific thinking enables Arizona students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. Science education is much more than merely learning content. It is the active process of investigation and the critical review of evidence related to the world around us, both visible and invisible. Science is a dynamic process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations. Active engagement in scientific investigation leads students to think critically and to develop reasoning skills that allow them to become independent, lifelong learners. Science methods and thought processes have application well beyond the bounds of science and support learning goals in all subject areas. The Arizona Science Standard Articulated by Grade Level has been written for ALL students. The science standard is set with the expectation that science instruction occurs at all grade levels – beginning in early grades with simple exploration, progressing to increasingly organized and sophisticated science investigations in higher grades. Underlying all of the science standard strands are the five unifying concepts as identified in the National Science Education Standards (1995):

- Systems, Order, and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

This conceptual framework provides students with productive and insightful ways of considering and integrating a range of basic ideas that explain the natural world. Because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire education, the unifying concepts and processes transcend disciplinary boundaries. These unifying concepts can be introduced in early grades and developed appropriately through the elementary grades and high school. Students should be explicitly shown how each of these unifying concepts apply to and connect life, physical, and earth and space sciences. These science content areas can be taught in conjunction with each other, as well as with other subject areas in an interdisciplinary approach. The unifying concepts in science education help focus instruction and provide a link to other disciplines.

### Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need for periodic review of the state academic standards prompted the decision by the Arizona Department of Education (ADE) to refine and articulate the academic standard for science by grade level. This refinement and articulation project was started in April 2003, and was completed in May 2004.

For more information:

<http://www.ade.az.gov/standards/science/articulated.asp>

### **Strand 1: Inquiry Process**

*“Science as inquiry is basic to science education and a controlling principle in the continuing organization and selection of students’ activities. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry...”* (National Science Education Standards, 1995). Inquiry Process establishes the basis for students’ learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

#### **Concept 1: HS Observations, Questions, and Hypotheses**

Formulate predictions, questions, or hypotheses based on observations. Evaluate appropriate resources.

#### **Concept 2: HS Scientific Testing (Investigating and Modeling)**

Design and conduct controlled investigations.

#### **Concept 3: HS Analysis, Conclusions, and Refinements**

Evaluate experimental design, analyze data to explain results and to propose further investigations. Design models.

#### **Concept 4: HS Communication**

Communicate results of investigations.

### **Strand 2: History and Nature of Science**

*“Knowledge of the nature of science is central to the understanding of the scientific enterprise.”* (National Assessment of Educational Progress, 2000) Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

#### **Concept 1: HS History of Science as a Human Endeavor**

Identify individual, cultural, and technological contributions to scientific knowledge.

#### **Concept 2: HS Nature of Scientific Knowledge**

Understand how scientists evaluate and extend scientific knowledge.

### **Strand 3: Science in Personal and Social Perspectives**

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the

ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

**Concept 1: HS Changes in Environments**

Describe the interactions between human populations, natural hazards, and the environment.

**Concept 2: HS Science and Technology in Society**

Develop viable solutions to a need or problem.

**Concept 3: HS Human Population Characteristics**

Analyze factors that affect human populations.

**Strand 4: Life Science**

*“The fundamental goal of life sciences is to attempt to understand and explain the nature of life.”* (NAEP 2000) Life Science expands students’ biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

**Concept 1: HS The Cell**

Understand the role of the cell and cellular processes.

**Concept 2: HS Molecular Basis of Heredity**

Understand the molecular basis of heredity and resulting genetic diversity.

**Concept 3: HS Interdependence of Organisms**

Analyze the relationships among various organisms and their environment.

**Concept 4: HS Biological Evolution**

Understand the scientific principles and processes involved in biological evolution.

**Concept 5: HS Matter, Energy, and Organization in Living Systems (Including Human Systems)**

Understand the organization of living systems, and the role of energy within those systems.

**Strand 5: Physical Science**

*“The physical science component ... should probe the following major topics: matter and its transformations, energy and its transformations, and the motion of things.”* (NAEP 2000)

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of

the nature of matter and energy including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

**Concept 1: HS Structure and Properties of Matter**

Understand physical, chemical, and atomic properties of matter.

**Concept 2: HS Motions and Forces**

Analyze relationships between forces and motion.

**Concept 3: HS Conservation of Energy and Increase in Disorder**

Understand ways that energy is conserved, stored, and transferred.

**Concept 4: HS Chemical Reactions**

Investigate relationships between reactants and products in chemical reactions.

**Concept 5: HS Interactions of Energy and Matter**

Understand the interactions of energy and matter.

**Strand 6: Earth and Space Science**

*“Earth science is the study of the planets, Earth’s composition, processes, environments and history, focusing on the solid Earth, and its interaction with air and water.”* (NAEP 2000) Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live

**Concept 1: Structure of the Earth**

Describe the composition and interactions between the structure of the Earth and its atmosphere.

**Concept 2: Earth’s Processes and Systems**

Understand the processes acting on the Earth and their interaction with the earth systems.

**Concept 3: Earth in the Solar System**

Understand the relationships of the Earth and other objects in the solar system.



## **SOCIAL STUDIES STANDARD**

### **Introduction**

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of our human experience, past and present.

### **Rationale**

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical component of a comprehensive curriculum they also support student success in other areas. The Social Studies Standard was revised and written in articulated grade-specific performance objectives in 2004 – 2005.

For more information on the Social Studies Standard:  
<http://www.ade.state.az.us/standards/sstudies/surveys/>

### **Strand 1 – American History**

A study of American history is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### **Concept 1: Research Skills for History**

Historical Research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

#### **Concept 2: Early Civilizations**

The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States. This forms the basis of knowledge for further study of history.

**Concept 3: Exploration and Colonization**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the United States. Understanding the formation and early growth of the United States is fundamental to appreciating the unique nature of our country.

**Concept 4: Revolution and New Nation**

The development of American constitutional democracy grew from political, cultural and economic issues, ideas, and events. Examination of the philosophical and historic foundations of the United States is critical for citizens to be able to continue to uphold the founding principles of our nation.

**Concept 5: Westward Expansion**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the United States. Tracing the impact of expansion into the West provides insight into the changing character of the United States.

**Concept 6: Civil War and Reconstruction**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. The complex issues of this period continue to affect the daily life and development of the United States.

**Concept 7: Emergence of the Modern United States**

Economic, social, and cultural changes transformed the United States into a world power. Examination of the changing role and influence of the United States as it matured into a world power gives insight into our role in the world today.

**Concept 8: Great Depression and World War II**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of United States citizens. The continuing importance of these issues requires that students fully understand their complex nature and how they still affect us today.

**Concept 9: Post World War II United States**

Postwar tensions led to social change in the United States and to a heightened focus on foreign policy. Civil Rights struggles, changing social expectations, global tensions, and economic growth defined the modern United States. Those issues continue to change and reshape our nation.

**Concept 10: Contemporary United States**

Current events and issues continue to shape our nation and our involvement in the global community. Our role in the world demands informed citizens who know and value the perspective historical knowledge provides.

**Strand 2 – World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas,

beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

**Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

**Concept 2: Early Civilizations**

The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations. An understanding of the earliest contributions to society is vital to understanding the rest of the world and our place in it.

**Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, cooperation and competition. Examination of these civilizations provides understanding of their enduring contributions to the modern world.

**Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional Western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements. The ideas born in this era continue to form a basis for political and social thought.

**Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations. The expansion of the existing nations of the world led to the exchange of ideas, goods, and cultures that formed a foundation for the modern age.

**Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political, economic, and intellectual systems. During this time new nations, including the United States, were born and changes in thought and technology contributed to creating a new type of national identity.

**Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world. The exercise of imperial power led to world tensions that erupted in war and tumultuous change.

**Concept 8: World at War**

Global events, economic issues, and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change. The changes in the concentration of political power led to changes in the world that continue today.

**Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

**Strand 3 - Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

**Concept 1: Foundations of Government**

United States democracy is based on the principles and ideals that are embodied by symbols, people and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

**Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

**Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

**Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

**Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

**Strand 4 – Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds

interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

**Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. Mastery of these tools enables students to better understand information and make decisions that affect the future.

**Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics. These concepts are a foundation for many economic, political, and social decisions made throughout the world.

**Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

**Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth. The world is increasingly interconnected and these concepts allow full understanding of major issues facing us.

**Concept 5: Environment and Society**

Human and environmental interactions are interdependent. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

**Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past and the present, and to plan for the future. The use of geographic analysis is elemental in solving problems and making good decisions.

**Strand 5 - Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local,

regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of good and services. Both personal and national decisions are best made with a firm understanding of these principles.

**Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies. Understanding this allows individuals to make informed decisions and participate in the economic life of the nation.

**Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being. Understanding of these principles allows the student to recognize the cause and effect of national economic policy.

**Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the whole world, an understanding of these principles promotes a stronger economy.

**Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors, and effective participants in society.

## ARTS EDUCATION STANDARDS<sup>1</sup>

### Rationale

Dance, music, theatre and visual arts are everywhere in our lives, adding depth and dimension to the environment we live in and shaping our experiences, often so deeply or subtly that we are unaware of their presence. In any civilization, the arts are inseparable from the very meaning of the term “education.” To be truly educated, one must have knowledge and skills in Creating Art, Art in Context and Art As Inquiry. In addition to specialized instruction in the arts, the knowledge and skills will be further enhanced by integration of the arts across the other curricular areas. Building mastery at each of the readiness, foundations, essentials, proficiency and distinction levels is the overriding principal of a rigorous arts education. As students continue to use a wide range of subject matter, symbols, images and expressions, they grow more sophisticated in their knowledge and use of the arts to investigate, communicate, reason and evaluate the merits of their work. As a result of developing these capabilities, students can arrive at their own knowledge, beliefs and values for making personal and artistic decisions and be better prepared to live and work in a constantly changing, expanding society.

All students will achieve the essentials level (see standards section of this document) in the four arts disciplines (music, visual arts, theatre and dance) and attain the proficiency level in at least one art form on or before graduation. All levels are built upon previous levels. Since students will achieve the proficiency level at different ages or rates, schools will provide curriculum to allow students who go beyond proficiency to study at the distinction level.

Education in the arts benefits students by:

- cultivating the whole child by building multiple literacies (e.g., developing intuition, reasoning, imagination and dexterity) into unique forms of expression and communication
- initiating them into a variety of ways of perceiving and thinking that will help them see and grasp life in new ways
- teaching the analyzation of nonverbal communication and the making of informed judgments
- enhancing understanding of themselves and others
- acquiring the tools and knowledge to take charge of their own learning—assessing where they have been, where they are and where they want to go
- promoting the processes of thinking, creating and evaluating
- developing attributes of self-discipline and personal responsibility, reinforcing the joy of learning and self-esteem, and fostering the thinking skills and creativity valued in the workplace
- demonstrating the direct connection between study, hard work and high levels of achievement
- giving them knowledge of potential career pathways or involvement in the arts
- encouraging experimentation with and utilization of current technology
- fostering a lifelong appreciation for and support of the arts
- An education in the arts also benefits society and the workplace because students gain powerful skills for:
- understanding human experiences, both past and present

---

<sup>1</sup> For the Real Game Series, only Visual and Theatre Arts Standards are provided. Music and Dance Standards are not relevant to Unit/Session activities.

- learning to adapt to and respect others' ways of thinking, working and expressing themselves
- learning artistic modes of analyzing different situations, which brings an array of expressive, analytical and developmental tools to everyday experiences
- encouraging experimentation with, and utilization of, new electronic media and global networks to give them marketable workplace skills
- understanding the influences of the arts to create and reflect cultures
- understanding the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action
- learning adaptability and flexibility to meet the needs of a complex and competitive society
- learning the importance of teamwork and cooperation
- making decisions in situations where there are no standard answers
- bringing their own contributions to the nation's storehouse of culture
- communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression
- carrying our individual and collective images and ideas from one generation to another
- recognizing the essential role the arts have in sustaining the viability of cultures

Whenever possible and within the limits and needs of individual districts, students need direct contact with objects, professional artists and performers through partnerships with state and local resources (e.g., museums, symphonies, artists in residence, traveling exhibits, theatre companies, art centers, dance companies).

Inservice and support to teachers, parents and students will be an ongoing process as innovative and integrated approaches for learning are developed within the four arts disciplines and across the other subject areas. Success will be realized when all students have equal access to all the arts.

### **The Arts Standards Integration Statement**

Because the Arizona Department of Education has an expectation that the content areas will be integrated across the curriculum, this document provides suggested integration links for each discipline and its related standard. Arizona's Arts Standards address competence in the arts disciplines first of all. That competence provides a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities. A key factor in this approach to learning is the need for students to acquire enough prior knowledge and experience in one discipline to make applications in another.

Integration means identifying concepts shared among two or more content areas and including performance objectives for each discipline in the instructional model. All subject matter disciplines are comprised of concepts. A concept is an idea which applies to multiple content areas but which may represent the idea in different ways when used within each individual content area. Concepts can be very concrete or they can be representative of abstract ideas.

Learning is an integrative process. In a balanced curriculum, opportunities for students to use what is learned in one discipline to clarify or enhance an idea, concept, or skill in another occur almost daily. As learners work across the disciplines, there are many opportunities to discover relationships that lead to the process of forming ideas and concepts. This way of learning



provides an intellectual stimulation involving thinking, feeling, and doing behaviors that enable students to be more flexible and inventive in their approaches to problem solving processes. All teachers, regardless of discipline, are encouraged to find links between their subjects and the area of the arts.

Integration links which appear in Arizona's Arts Standards follow the performance objectives (POs) within the standards. The links identify other disciplines and the concepts they share with the arts. These references suggest a few examples of the many ways creative teachers will make connections between content areas.

For more information on the Arts Education Standards:

<http://www.ade.state.az.us/standards/arts/default.asp>

## VISUAL ARTS

### ***STANDARD 1: Creating Art***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

### ***STANDARD 2: Art in Context***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

### ***STANDARD 3: Art As Inquiry***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

## THEATRE

### ***STANDARD 1: Creating Art***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

### ***STANDARD 2: Art in Context***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

### ***STANDARD 3: Art As Inquiry***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

## TECHNOLOGY EDUCATION STANDARDS

### Rationale

Technology encompasses the tools and strategies for solving problems, using information, increasing productivity and enhancing personal growth. The word *technology* summons an image of a variety of tools ranging from shovels to gene splitters. When asked to develop the original Technology Standards, adopted in 1997, the Committee did so without the benefit of seeing the integration of various technologies into other curricular standards. Over the past four years, significant advances in technology have occurred. These changes have caused many national organizations to review what students need to know and be able to do in relation to technology. Therefore, when asked to review the current standards, the Revision Committee examined national standards (National Educational Technology Standards, Information Power, Information Technology in Education and Technology for All Americans), along with current Arizona standards. The Revision Committee also analyzed current research on technology skills important to business and industry. The Revision Committee reviewed technology that is currently integrated into other content area standards with the vision that as other standards are revised, technology will be seamlessly integrated.

The goal is to help students live, learn and work successfully and responsibly in an increasingly complex, technology-driven society. These Technology Standards are designed to provide foundational skills and processes that students need in order to work productively and creatively in their studies, at work and at home. Research on the transfer of learning strongly supports the position that instruction and educational activities should closely parallel the final desired behavior. It is essential that technology instruction be an integral part of a student's educational experience. Education's role is to help students meet the challenge of the future. Arizona must encourage, assist and provide all students with the required tools and instruction to enable them to acquire knowledge, develop skills and apply these tools successfully in our world.

The following definition of technology is supported in this document:

***Technology is the application of tools to solve problems that extend human potential for the benefit of society***

For more information on the Technology Education Standards:

<http://www.ade.state.az.us/standards/technology/default.asp>

### **STANDARD 1: Fundamental Operations and Concepts**

Students understand the operations and function of technology systems and are proficient in the use of technology.

### **STANDARD 2: Social, Ethical and Human Issues**

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

### **STANDARD 3: Technology Productivity Tools**

Students use technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications and produce other creative works.

***STANDARD 4: Technology Communications Tools***

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

***STANDARD 5: Technology Research Tools***

Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.

***STANDARD 6: Technology as a Tool for Problem Solving and Decision-Making***

Students use technology to make and support decisions in the process of solving real world problems.

## **WORKPLACE SKILLS STANDARDS**

### **Rationale**

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

For more information on the Workplace Skills Standards:  
<http://www.ade.state.az.us/standards/workplace/default.asp>

### **STANDARD 1**

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

### **STANDARD 2**

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

### **STANDARD 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

### **STANDARD 4**

Students work individually and collaboratively within team settings to accomplish objectives.

### **STANDARD 5**

Students demonstrate a set of marketable skills which enhance career options.

### **STANDARD 6**

Students illustrate how social, organizational and technological systems function.

### **STANDARD 7**

Students demonstrate technological literacy for productivity in the workplace.

### **STANDARD 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

# ARIZONA LANGUAGE ARTS: READING STANDARDS

## Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

<b>Concept 1: Print Concepts</b> Demonstrate understanding of print concepts.	
Grade 5	Grade 6
(Grades 1-3)	(Grades 1-3)

<b>Concept 2: Phonemic Awareness</b> Identify and manipulate the sounds of speech.	
Grade 5	Grade 6
(Grades 1-2)	(Grades 1-2)

<b>Concept 3: Phonics</b> Decode words, using knowledge of phonics, syllabication, and word parts.	
Grade 5	Grade 6
(Grades 1-3)	(Grades 1-3)

<b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.	
Grade 5	Grade 6
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	PO 1. Determine the effect of affixes on root words.
PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
PO 3. Determine the difference between figurative language and literal language.	PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
PO 4. Determine the meaning of figurative	PO 4. Determine the meaning of figurative

<p>language, including similes, personification, and idioms.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p>	<p>language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 5: Fluency**

Read fluently.

Grade 5	Grade 6
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

**Concept 6: Comprehension Strategies**

Employ strategies to comprehend text.

Grade 5	Grade 6
<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>PO 2. Confirm predictions about text for accuracy.</p> <p>PO 3. Generate clarifying questions in order to comprehend text.</p> <p>PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p>PO 5. Connect information and events in text to experience and to related text and sources.</p> <p>PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>PO 2. Confirm predictions about text for accuracy.</p> <p>PO 3. Generate clarifying questions in order to comprehend text.</p> <p>PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p>PO 5. Connect information and events in text to experience and to related text and sources.</p> <p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, cause and effect relationships) of text to aid comprehension.</p> <p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend</p>

	text.
--	-------

## Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

<b>Concept 1: Elements of Literature</b> Identify, analyze, and apply knowledge of the structures and elements of literature.	
Grade 5	Grade 6
PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	PO 2. Identify the theme in works of prose, poetry, and drama.
PO 3. Distinguish between major characters and minor characters.	PO 3. Describe the motivations of major and minor characters.
PO 4. Analyze how a character's traits influence that character's actions.	PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution
PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.
PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.	PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).
PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).	PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.
PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	

**Concept 2: Historical and Cultural Aspects of Literature**

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

**Grade 5**

PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.

**Grade 6**

PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.

PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.

**Strand 3: Comprehending Informational Text**

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

**Concept 1: Expository Text**

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

**Grade 5**

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.

PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.

PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

PO 6. Interpret information from graphic

**Grade 6**

PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.

PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.

PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.



<p>features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p> <p>PO 8. Draw valid conclusions based on information gathered from expository text.</p>	<p>(<u>Connected to Research Strand in Writing</u>)</p> <p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p>PO 9. Draw valid conclusions about expository text, supported by text evidence.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 2: Functional Text**

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 5	Grade 6
<p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p> <p>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>

**Concept 3: Persuasive Text**

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 5	Grade 6
<p>PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.</p> <p>PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</p> <p>PO 3. Identify the intended effect of persuasive</p>	<p>PO 1. Determine the author's specific purpose for writing the persuasive text.</p> <p>PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p> <p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure,</p>

strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.	repetition, testimonial, transfer, loaded words) that an author uses.
------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

## ARIZONA LANGUAGE ARTS: WRITING STANDARDS

### Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

<b>Concept 1: Prewriting</b> Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
Grade 5	Grade 6
<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).</i>	<i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).</i>
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.</i>	<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>
<i>PO 3. Determine the intended audience of a writing piece.</i>	<i>PO 3. Determine the intended audience of a writing piece.</i>
	<i>PO 4. Establish a central idea appropriate to the type of writing.</i>
	<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>
	<i>PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.</i>
	<i>PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</i>

### Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for

a specific purpose.	
Grade 5	Grade 6
PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.
PO 2. Organize writing into a logical sequence that is clear to the audience.	<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>

**Concept 3: Revising**

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

Grade 5	Grade 6
<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>
<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>
<i>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</i>	PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.
<i>PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</i>	PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.
<i>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</i>	PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.
<i>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.
<i>PO 7. Use resources and reference materials to select more precise vocabulary.</i>	<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>
	<i>PO 8. Use resources and reference materials to select more precise vocabulary.</i>

**Concept 4: Editing**

Editing includes proofreading and correcting the draft for conventions.

Grade 5	Grade 6
<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>	<i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i>
<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>	<i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>
<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>	<i>PO 3. Apply proofreading marks to indicate errors in conventions.</i>
<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	<i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>

<b>Concept 5: Publishing</b> Format and present a final product for the intended audience.	
Grade 5	Grade 6
<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	<i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>
<i>PO 2. Share the writing with the intended audience.</i>	<i>PO 2. Use margins and spacing to enhance the final product.</i>
<i>PO 3. Use margins and spacing to enhance the final product.</i>	<i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>
<i>PO 4. Write legibly.</i>	<i>PO 4. Write legibly.</i>

## Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

<b>Concept 1: Ideas and Content</b> Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	
Grade 5	Grade 6

<i>PO 1. Express ideas that are clear and directly related to the topic.</i>	PO 1. Use clear, focused ideas and details to support the topic.
<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>	<i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i>
<i>PO 3. Use relevant details to provide adequate support for the ideas.</i>	PO 3. Develop a sufficient explanation or exploration of the topic.
	PO 4. Include ideas and details that show original perspective.

**Concept 2: Organization**

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

Grade 5	Grade 6
<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).</i> (See Strand 3)	<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i> (See Strand 3)
<i>PO 2. Create a beginning that captures the reader's interest.</i>	PO 2. Develop a strong beginning or introduction that draws in the reader.
<i>PO 3. Place details appropriately to support the main idea.</i>	<i>PO 3. Place details appropriately to support the main idea.</i>
PO 4. Use a variety of words or phrases that creates smooth and effective transitions.	PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).
<i>PO 5. Create an ending that provides a sense of resolution or closure.</i>	PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).
<i>PO 6. Construct a paragraph that groups sentences around a topic.</i>	<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>

**Concept 3: Voice**

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Grade 5	Grade 6
---------	---------

<p><i>PO1. Show awareness of the audience through word choice and style.</i></p> <p><i>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i></p> <p>PO 3. Use language appropriate for topic and purpose.</p>	<p><i>PO 1. Show awareness of the audience through word choice and style.</i></p> <p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i></p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 4: Word Choice**

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

Grade 5	Grade 6
<p><i>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</i></p> <p><i>PO 2. Use descriptive words and phrases that energize the writing.</i></p> <p><i>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</i></p> <p>PO 4. Use literal and figurative language where appropriate to purpose. (See R05-S1C4-03, -04)</p>	<p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1)</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p><i>PO 4. Use literal and figurative language when appropriate to purpose.</i> (See R06-S1C4-04)</p>

**Concept 5: Sentence Fluency**

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

Grade 5	Grade 6
<p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	<p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p><i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p>

PO 4. <i>Use effective and natural dialogue when appropriate.</i>	PO 4. <i>Use effective and natural dialogue when appropriate.</i>
-------------------------------------------------------------------	-------------------------------------------------------------------

<b>Concept 6: Conventions</b> Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
Grade 5	Grade 6
<b>PO 1. Use capital letters correctly for:</b> <ul style="list-style-type: none"> <li><i>proper nouns</i></li> <li><i>place names</i></li> <li><i>holidays</i></li> <li><i>languages</i></li> <li><i>historical events</i></li> <li><i>organizations</i></li> <li><i>literary titles (i.e., book, story, poem, play, song)</i></li> <li><i>titles</i></li> <li><i>abbreviations</i></li> <li><i>words used as names (e.g., Mother, Uncle Jim)</i></li> </ul> <b>PO 2. Punctuate endings of sentences using:</b> <ul style="list-style-type: none"> <li><i>periods</i></li> <li><i>question marks</i></li> <li><i>exclamation points</i></li> </ul> <b>PO 3. Use commas to punctuate:</b> <ul style="list-style-type: none"> <li><i>items in a series</i></li> <li><i>greetings and closings of letters</i></li> <li><i>dates</i></li> <li><i>introductory words</i></li> <li><i>dialogue</i></li> <li><i>direct address</i></li> </ul> <b>PO 4. Use quotation marks to punctuate:</b> <ul style="list-style-type: none"> <li><i>simple dialogue</i></li> <li><i>titles</i></li> </ul> <b>PO 5. Use colons to punctuate:</b> <ul style="list-style-type: none"> <li><i>time</i></li> <li><i>business letter salutations</i></li> </ul> <b>PO 6. Use apostrophes to punctuate:</b> <ul style="list-style-type: none"> <li><i>contractions</i></li> <li><i>singular possessive</i></li> </ul> <b>PO 7. Spell high-frequency words correctly</b> <b>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</b>	<b>PO 1. Use capital letters correctly for:</b> <ul style="list-style-type: none"> <li><i>proper nouns</i></li> <li><i>holidays</i></li> <li><i>product names</i></li> <li><i>languages</i></li> <li><i>historical events</i></li> <li><i>organizations</i></li> <li><i>academic courses (e.g., algebra/Algebra I)</i></li> <li><i>place</i></li> <li><i>regional names (e.g., West Coast)</i></li> <li><i>words used as names (e.g., Grandpa, Aunt Lyn)</i></li> <li><i>literary titles (i.e., story, poem, play, song)</i></li> <li><i>titles</i></li> <li><i>abbreviations</i></li> <li><i>proper adjectives</i></li> </ul> <b>PO 2. Use commas to correctly punctuate:</b> <ul style="list-style-type: none"> <li><i>items in a series</i></li> <li><i>greetings and closings of letters</i></li> <li><i>introductory words</i></li> <li><i>direct address</i></li> <li><i>interrupters</i></li> <li><i>compound sentences</i></li> </ul> <b>PO 3. Use quotation marks to punctuate:</b> <ul style="list-style-type: none"> <li><i>dialogue</i></li> <li><i>titles of short works (e.g., chapter, story, article, song, poem)</i></li> <li><i>exact words from sources</i></li> </ul> <b>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</b> <b>PO 5. Use colons to punctuate business letter salutations.</b> <b>PO 6. Use apostrophes to punctuate:</b> <ul style="list-style-type: none"> <li><i>contractions</i></li> <li><i>singular possessives</i></li> </ul>



<ul style="list-style-type: none"> <li>• <i>irregular plurals</i></li> <li>• <i>silent e</i></li> <li>• <i>i before e</i></li> <li>• <i>words ending in –y</i></li> <li>• <i>doubling final consonant</i></li> </ul> <p>PO 9. Spell homonyms correctly in context.</p> <p>PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> <li>• <i>nouns</i></li> <li>• <i>action verbs</i></li> <li>• <i>personal pronouns</i></li> <li>• <i>conjunctions</i></li> <li>• <i>adverbs</i></li> </ul> <p>PO 13. Use subject/verb agreement in simple and compound sentences</p> <p>PO 7. Spell high-frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p> <p>PO 9. Use homonyms correctly in context.</p> <p>PO 10. Use resources to spell correctly.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>PO. 12. Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> <li>• <i>nouns</i></li> <li>• <i>action/linking verbs</i></li> <li>• <i>personal pronouns</i></li> <li>• <i>adjectives</i></li> <li>• <i>adverbs</i></li> <li>• <i>conjunctions</i></li> <li>• <i>prepositions</i></li> <li>• <i>interjections</i></li> <li>• <i>PO 13. Use subject/verb agreement in simple and compound sentences</i></li> </ul>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills,

and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

<b>Concept 1: Expressive</b> Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
Grade 5	Grade 6
<i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i> <ul style="list-style-type: none"> <li>• <i>characters</i></li> <li>• <i>setting</i></li> <li>• <i>plot</i></li> <li>• <i>sensory details</i></li> <li>• <i>clear language</i></li> <li>• <i>logical sequence of events</i></li> </ul> <i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</i> <ul style="list-style-type: none"> <li>• <i>figurative language</i></li> <li>• <i>rhythm</i></li> <li>• <i>dialogue</i></li> <li>• <i>characterization</i></li> <li>• <i>plot</i></li> <li>• <i>appropriate format</i></li> </ul>	PO 1. Write a narrative that includes: <ul style="list-style-type: none"> <li>• an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</li> <li>• effectively developed characters</li> <li>• a clearly described setting</li> <li>• dialogue, as appropriate</li> <li>• figurative language, or descriptive words and phrases to enhance style and tone</li> </ul> <i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</i> <ul style="list-style-type: none"> <li>• <i>figurative language</i></li> <li>• <i>rhythm</i></li> <li>• <i>dialogue</i></li> <li>• <i>characterization</i></li> <li>• <i>plot</i></li> <li>• <i>appropriate format</i></li> </ul>

<b>Concept 2: Expository</b> Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	
Grade 5	Grade 6
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic. <i>PO 2. Write an expository paragraph that contains:</i> <ul style="list-style-type: none"> <li>• <i>a topic sentence</i></li> <li>• <i>supporting details</i></li> <li>• <i>relevant information</i></li> </ul> <i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i>	<i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i> PO 2. Write a summary based on the information gathered that include(s): <ul style="list-style-type: none"> <li>• a topic sentence</li> <li>• supporting details</li> <li>• relevant information</li> </ul> (See R06-S3C1-02) PO 3. Write a process essay that includes: <ul style="list-style-type: none"> <li>• a thesis statement</li> <li>• supporting details</li> <li>• introductory, body, and concluding</li> </ul>

	paragraphs
--	------------

**Concept 3: Functional**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade 5	Grade 6
<p><i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i> (See R05-S3C2; M05-S2C1)</p> <p><i>PO 2. Write communications, including:</i></p> <ul style="list-style-type: none"> <li>• <i>thank-you notes</i></li> <li>• <i>friendly letters</i></li> <li>• <i>formal letters</i></li> <li>• <i>messages</i></li> <li>• <i>invitations</i></li> </ul> <p><i>PO 3. Address an envelope for correspondence that includes:</i></p> <ul style="list-style-type: none"> <li>• <i>an appropriate return address</i></li> <li>• <i>an appropriate recipient address</i></li> </ul>	<p>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)</p> <p>PO 2. Write a friendly letter that includes a:</p> <ul style="list-style-type: none"> <li>• heading</li> <li>• salutation</li> <li>• body</li> <li>• closing</li> <li>• signature</li> </ul> <p>PO 3. Write a formal letter that follows a conventional business letter format.</p> <p><i>PO 4. Address an envelope for correspondence that includes:</i></p> <ul style="list-style-type: none"> <li>• <i>an appropriate return address</i></li> <li>• <i>an appropriate recipient address</i></li> </ul>

**Concept 4: Persuasive**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Grade 5	Grade 6
<p>PO 1. Write persuasive text (e.g., advertisement, paragraphs) that attempts to influence the reader. (See R05-S3C3)</p>	<p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: establishes and develops a controlling idea supports arguments with detailed evidence includes persuasive techniques excludes irrelevant information (See R06-S3C3)</p>

**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Grade 3	Grade 4
---------	---------

<p><i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</i> (See R05-S2C1)</p> <ul style="list-style-type: none"> <li><i>PO 2. Write a book report or review that identifies the:</i></li> <li><i>main idea</i></li> <li><i>character(s)</i></li> <li><i>setting</i></li> <li><i>sequence of events</i></li> <li><i>conflict/resolution</i></li> </ul> <p>(See R05-S2C1)</p> <p><i>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</i> <i>evidence from the text</i> <i>personal experience</i> <i>comparison to other text/media</i> (See R05-S2C1)</p>	<p>PO 1. Write a response to literature that: presents several clear ideas supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media relates own ideas to supporting details in a clear and logical manner (See R06-S2C1)</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Concept 6: Research</b> Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	
Grade 3	Grade 4
<p><i>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</i> (See R05-S3C1-04, -05, -06)</p> <p><i>PO 2. Organize notes in a meaningful sequence.</i> (See R05-S3C1-04, -05, -06)</p> <p><i>PO 3. Write an informational report that includes main idea(s) and relevant details.</i> (See R05-S3C1-04, -05, -06)</p>	<p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> <li>paraphrasing to convey ideas and details from the source</li> <li>main idea(s) and relevant details</li> </ul> <p>(See R06-S3C1-05, -06, -07)</p> <p><i>PO 2. Write an informational report that includes:</i></p> <ul style="list-style-type: none"> <li>a focused topic</li> <li>appropriate facts and relevant details</li> <li>a logical sequence</li> <li>a concluding statement</li> <li>a list of sources used</li> </ul> <p>(See R06-S3C1-05, -06, -07)</p>

**ARIZONA LANGUAGE ARTS STANDARDS 3 & 4****Standard 3: Listening and Speaking**

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

(Grades 4-8)

LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communication with a specific audience

LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communication with a specific audience

LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view

**Standard 4: Viewing and Presenting**

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

(Grades 4-8)

VP-E1. Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making, and cultural perceptions

VP-E2. Plan, develop, and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images

VP-E3. Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness

## ARIZONA MATHEMATICS STANDARDS

### Strand 1: Number Sense and Operations

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

<b>Concept 1: Number Sense</b> Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
Grade 5	Grade 6
PO 1. Make models that represent improper fractions.  PO 2. Identify symbols, words, or models that represent improper fractions.  PO 3. Use improper fractions in contextual situations.  PO 4. Compare two proper fractions or improper fractions with like denominators.  PO 5. Order three or more unit fractions, proper or improper fractions with like denominators, or mixed numbers with like denominators.  PO 6. Compare two whole numbers, fractions, and decimals. (e.g., $\frac{1}{2}$ to 0.6)  PO 7. Order whole numbers, fractions, and decimals.  PO 8. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.  PO 9. Identify all whole number factors and pairs of factors for a number.  PO 10. Recognize that 1 is neither a prime nor a composite number.	PO 1. Express fractions as ratios, comparing two whole numbers (e.g., $\frac{3}{4}$ is equivalent to 3:4 and 3 to 4).  PO 2. Compare two proper fractions, improper fractions, or mixed numbers.  PO 3. Order three or more proper fractions, improper fractions, or mixed numbers.  PO 4. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.  PO 5. Identify the greatest common factor for two whole numbers.  PO 6. Determine the least common multiple for two whole numbers.  PO 7. Express a whole number as a product of its prime factors, using exponents when appropriate.

PO 11. Sort whole numbers (through 50) into sets containing only prime numbers or only composite numbers.	
-----------------------------------------------------------------------------------------------------------	--

<b>Concept 2: Numerical Operations</b> Understand and apply numerical operations and their relationship to one another.	
Grade 5	Grade 6
PO 1. Select the grade-level appropriate operation to solve word problems.	PO 1. Select the grade-level appropriate operation to solve word problems.
PO 2. Solve word problems using grade-level appropriate operations and numbers.	PO 2. Solve word problems using grade-level appropriate operations and numbers.
PO 3. Multiply whole numbers.	PO 3. Apply grade-level appropriate properties to assist in computation.
PO 4. Divide with whole numbers.	PO 4. Apply the symbols for “...” or “_____” to represent repeating decimals and “:” to represent ratios, superscripts as exponents.
PO 5. Demonstrate the distributive property of multiplication over addition.	PO 5. Use grade-level appropriate mathematical terminology.
PO 6. Demonstrate the addition and multiplication properties of equality.	PO 6. Simplify fractions to lowest terms.
PO 7. Apply grade-level appropriate properties to assist in computation.	PO 7. Add or subtract proper fractions and mixed numbers with unlike denominators with regrouping.
PO 8. Apply the symbol “[ ]” to represent grouping.	PO 8. Demonstrate the process of multiplication of proper fractions using models.
PO 9. Use grade-level appropriate mathematical terminology.	PO 9. Multiply proper fractions.
PO 10. Simplify fractions to lowest terms.	PO 10. Multiply mixed numbers.
PO 11. Add or subtract proper fractions and mixed numbers with like denominators with regrouping.	PO 11. Demonstrate that division is the inverse of multiplication of proper fractions.
PO 12. Add or subtract decimals.	PO 12. Divide proper fractions.
PO 13. Multiply decimals.	PO 13. Divide mixed numbers.
PO 14. Divide decimals.	PO 14. Solve problems involving fractions or decimals (including money) in contextual situations.
PO 15. Simplify numerical expressions using	

the order of operations with grade appropriate operations on number sets.	PO 15. Simplify numerical expressions using the order of operations with grade appropriate operations on number sets.
---------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

<b>Concept 3: Estimation</b> Use estimation strategies reasonably and fluently.	
Grade 5	Grade 6
PO 1. Solve grade-level appropriate problems using estimation.	PO 1. Solve grade-level appropriate problems using estimation.
PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is $4.1 \times 2.7$ about 12?).	PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is $5/9 \times 3/7$ more than 1?).
PO 3. Round to estimate quantities.	PO 3. Round to estimate quantities in contextual situations (e.g., round up or round down).
PO 4. Estimate and measure for area and perimeter.	PO 4. Estimate and measure for the area and perimeter of polygons using a grid.
PO 5. Compare estimated measurements between U.S. customary and metric systems. (e.g., A yard is about a meter.)	PO 5. Verify the reasonableness of estimates made from calculator results within a contextual situation.

## Strand 2: Data Analysis, Probability, and Discrete Mathematics

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

<b>Concept 1: Data Analysis (Statistics)</b> Understand and apply data collection, organization and representation to analyze and sort data.	
Grade 5	Grade 6
PO 1. Formulate questions to collect data in contextual situations.	PO 1. Formulate questions to collect data in contextual situations.
PO 2. Construct a double-bar graph, line plot, frequency table, or three-set Venn diagram with appropriate labels and title from organized data.	PO 2. Construct a histogram, line graph, scatter plot, or stem-and-leaf plot with appropriate labels and title from organized data.
PO 3. Interpret graphical representations and data displays including bar graphs (including double bar), single graphs, frequency tables,	PO 3. Interpret simple displays of data including double bar graphs, tally charts,



<p>double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.</p> <p>PO 4. Answer questions based on graphical representations, and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.</p> <p>PO 5. Identify the mode(s) and mean (average) of given data.</p> <p>PO 6. Formulate reasonable predictions from a given set of data.</p> <p>PO 7. Compare two sets of data related to the same investigation.</p> <p>PO 8. Solve contextual problems using graphs, charts, and tables.</p>	<p>frequency tables, circle graphs, and line graphs.</p> <p>PO 4. Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.</p> <p>PO 5. Find the mean, median (odd number of data points), mode, range, and extreme values of a given numerical data set.</p> <p>PO 6. Identify a trend (variable increasing, decreasing, remaining constant) from displayed data.</p> <p>PO 7. Compare trends in data related to the same investigation.</p> <p>PO 8. Solve contextual problems using bar graphs, tally charts, and frequency tables.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 2: Probability**

Understand and apply the basic concepts of probability.

Grade 5	Grade 6
<p>PO 1. Name the possible outcomes for a probability experiment.</p> <p>PO 2. Describe the probability of events as being:</p> <ul style="list-style-type: none"> <li>• certain (represented by “1”),</li> <li>• impossible, (represented by “0”), or</li> <li>• neither certain nor impossible (represented by a fraction less than 1).</li> </ul> <p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p> <p>PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.</p> <p>PO 6. Make predictions from the results of</p>	<p>PO 1. Name the possible outcomes for a probability experiment.</p> <p>PO2. Express probabilities of a single event as a decimal.</p> <p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p> <p>PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.</p> <p>PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes, cards).</p> <p>PO 7. Compare the results of two repetitions of</p>

student-generated experiments using objects (e.g., coins, spinners, number cubes).	the same grade-level appropriate probability experiment.
PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	

<b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b> Understand and demonstrate the systematic listing and counting of possible outcomes.	
Grade 5	Grade 6
PO 1. Find all possible combinations when 1 item is selected from each of 2 sets of different items, using a systematic approach (e.g., shirts: tee shirt, tank top, sweatshirt; pants: shorts, jeans).	PO 1. Determine all possible outcomes involving a combination of 3 sets of 3 items, using a systematic approach (e.g., 3 different shirts, 3 different pairs of pants, and 3 different belts).  PO 2. Determine all possible arrangements given a set with four or fewer objects using a systematic list, table or tree diagram when order is not important.

<b>Concept 4: Vertex-Edge Graphs</b> Understand and apply vertex-edge graphs.	
Grade 5	Grade 6
PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).	PO 1. Find the shortest route on a map from one site to another (vertex-edge graph).

### Strand 3: Patterns, Algebra, and Functions

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

<b>Concept 1: Patterns</b> Identify patterns and apply pattern recognition to reason mathematically.	
Grade 5	Grade 6
PO 1. Communicate a grade-level appropriate iterative pattern, using symbols or numbers.	PO 1. Communicate a grade-level appropriate recursive pattern, using symbols or numbers.
PO 2. Extend a grade-level appropriate iterative pattern.	PO 2. Extend a grade-level appropriate iterative pattern.

PO 3. Solve grade-level appropriate iterative pattern problems.	PO 3. Solve grade-level appropriate iterative pattern problems.
-----------------------------------------------------------------	-----------------------------------------------------------------

**Concept 2: Functions and Relationships**

Describe and model functions and their relationships.

Grade 5	Grade 6
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).

**Concept 3: Algebraic Representations**

Represent and analyze mathematical situations and structures using algebraic representations.

Grade 5	Grade 6
PO 1. Evaluate expressions involving the four basic operations by substituting given decimals for the variable.	PO 1. Evaluate expressions involving the four basic operations by substituting given fractions for the variable (e.g., $n+3$ , when $n = \frac{1}{2}$ ).
PO 2. Use variables in contextual situations.	PO 2. Use variables in contextual situations.
PO 3. Solve one-step equations with one variable represented by a letter or symbol (e.g., $15 = 45 \div n$ ).	PO 3. Translate a written phrase to an algebraic expression (e.g., The quotient of $m$ and 5 is $\frac{m}{5}$ or $m \div 5$ ).
	PO 4. Translate a phrase written in context into an algebraic expression (e.g., Write an expression to describe the situation: John has $x$ pieces of candy and buys three more. $x + 3$ ).
	PO 5. Solve one-step equations with one variable represented by a letter or symbol, using inverse operations with whole numbers.

**Concept 4: Analysis of Change**

Analyze change in a variable over time and in various contexts.

Grade 5	Grade 6
PO 1. Describe patterns of change: <ul style="list-style-type: none"> <li>constant rate (speed of movement of the hands on a clock), and</li> <li>increasing or decreasing rate (rate of plant growth).</li> </ul>	PO 1. Identify values on a given line graph or scatter plot (e.g., Given a line showing wages earned per hour, what is the wage at five hours?).

**Strand 4: Geometry and Measurement**

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to

learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

<b>Concept 1: Geometric Properties</b> Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.	
Grade 5	Grade 6
PO 1. Recognize regular polygons.  PO 2. Draw 2-dimensional figures by applying significant properties of each (e.g., Draw a quadrilateral with two sets of parallel sides and four right angles.).  PO 3. Sketch prisms, pyramids, cones, and cylinders.  PO 4. Identify the properties of two- and 3-dimensional geometric figures using appropriate terminology and vocabulary.  PO 5. Draw points, lines line segments, rays, and angles with appropriate labels.  PO 6. Recognize that all pairs of vertical angles are congruent.  PO 7. Classify triangles as scalene, isosceles, or equilateral. PO 8. Recognize that a circle is a $360^\circ$ rotation about a point.  PO 9. Identify the diameter, radius, and circumference of a circle.  PO 10. Understand that the sum of the angles of a triangle is $180^\circ$ .  PO 11. Draw two congruent geometric figures.  PO 12. Draw two similar geometric figures.  PO 13. Identify the lines of symmetry in a 2-dimensional shape.	PO 1. Classify polygons by their attributes (e.g., number of sides, length of sides, angles, parallelism, perpendicularity).  PO 2. Draw a geometric figure showing specified properties, such as parallelism and perpendicularity.  PO 3. Classify prisms, pyramids, cones, and cylinders by base shape and lateral surface shape.  PO 4. Classify 3-dimensional figures by their attributes.  PO 5. Compare attributes of two- dimensional figures with 3-dimensional figures.  PO 6. Draw triangles with appropriate labels.  PO 7. Identify supplementary or complementary angles.  PO 8. Identify the diameter, radius, and circumference of a circle or sphere.  PO 9. Draw a 2-dimensional shape with a given number of lines of symmetry.

**Concept 2: Transformation of Shapes**

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

**Grade 5**

PO 1. Demonstrate reflections using geometric figures.

PO 2. Describe the transformations that created a tessellation.

**Grade 6**

PO 1. Identify reflections, and translations using pictures.

PO 2. Perform elementary transformations to create a tessellation.

**Concept 3: Coordinate Geometry**

Specify and describe spatial relationships using coordinate geometry and other representational systems.

**Grade 5**

PO 1. Graph points in the first quadrant on a grid using ordered pairs.

**Grade 6**

PO 1. Graph a polygon in the first quadrant using ordered pairs.

PO 2. State the missing coordinate of a given figure in the first quadrant of a coordinate grid using geometric properties (e.g., Find the coordinates of the missing vertex of a rectangle when two adjacent sides are drawn).

**Concept 4: Measurement - Units of Measure  
- Geometric Objects**

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

**Grade 5**

PO 1. State an appropriate measure of accuracy for a contextual situation (e.g., What unit of measurement would you use to measure the top of your desk?).

PO 2. Draw 2-dimensional figures to specifications using the appropriate tools (e.g., Draw a circle with a 2 inch radius.).

PO 3. Determine relationships including volume (e.g., pints and quarts, milliliters and liters).

PO 4. Convert measurement units to equivalent units within a given system (U.S. customary and metric) (e.g., 12 inches = 1 foot; 10 decimeters = 1 meter).

**Grade 6**

PO 1. Determine the appropriate measure of accuracy within a system for a given contextual situation (e.g., Would you measure the length of your bedroom wall using inches or feet?).

PO 2. Determine the appropriate tool needed to measure to the needed accuracy.

PO 3. Determine a linear measurement to the appropriate degree of accuracy.

PO 4. Measure angles using a protractor.

PO 5. Convert within a single measurement system (U.S. customary or metric). (e.g., How many ounces are equivalent to 2 pounds?)

<p>PO 5. Solve problems involving the perimeter of convex polygons.</p> <p>PO 6. Determine the area of figures composed of two or more rectangles on a grid.</p> <p>PO 7. Solve problems involving the area of simple polygons.</p> <p>PO 8. Describe the change in perimeter or area when one attribute (length, width) of a rectangle is altered.</p>	<p>PO 6. Solve problems involving the perimeter of polygons.</p> <p>PO 7. Determine the area of triangles.</p> <p>PO 8. Distinguish between perimeter and area in contextual situation.</p> <p>PO 9. Solve problems for the areas of parallelograms (includes</p> <p>PO 10. Identify parallelograms having the same perimeter or area.</p> <p>PO 11. Determine the actual measure of objects using a scale drawing or map.rectangles).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Strand 5: Structure and Logic

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

<b>Concept 1: Algorithms and Algorithmic Thinking</b> Use reasoning to solve mathematical problems in contextual situations.	
Grade 5	Grade 6
<p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p> <p>PO 2. Design simple algorithms using whole numbers.</p> <p>PO 3. Develop an algorithm or formula to calculate areas of simple polygons.</p>	<p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p> <p>PO 2. Analyze algorithms for computing with decimals.</p>

<b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b> Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
Grade 5	Grade 6
<p>PO 1. Construct <i>if...then</i> statements.</p> <p>PO 2. Identify simple valid arguments using <i>if</i></p>	<p>PO 1. Solve a simple logic problem from given information (Which of three different people live in which of three different colored</p>

... <i>then</i> statements based on graphic organizers (e.g., 3-set Venn diagrams and pictures).	houses?).
--------------------------------------------------------------------------------------------------	-----------

## ARIZONA SCIENCE STANDARDS

### Strand 1: Inquiry Process

Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

<b>Concept 1: Observations, Questions, and Hypotheses</b>	
Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources	
Grade 5	Grade 6
<i>PO 1. Formulate a relevant question through observations that can be tested by an investigation.</i> <i>(See M05-S2C1-01)</i>	PO 1. Differentiate among a question, hypothesis, and prediction.
<i>PO 2. Formulate predictions in the realm of science based on observed cause and effect relationships.</i>	PO 2. Formulate questions based on observations that lead to the development of a hypothesis. <i>(See M06-S2C1-01)</i>
<i>PO 3. Locate information (e.g., book, article, website) related to an investigation.</i> <i>(See W05-S3C6-01 and R05-S3C1-05)</i>	PO 3. Locate research information, not limited to a single source, for use in the design of a controlled investigation. <i>(See W06-S3C6-01 and R06-S3C1-06)</i>

<b>Concept 2: Scientific Testing (Investigating and Modeling)</b>	
Design and conduct controlled investigations.	
Grade 5	Grade 6
<i>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.</i>	<i>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.</i>
<i>PO 2. Plan a simple investigation that identifies the variables to be controlled.</i>	PO 2. Design an investigation to test individual variables using scientific processes.
PO 3. Conduct simple investigations (e.g., related to forces and motion, Earth processes) based on student-developed questions in life, physical, and Earth and space sciences.	PO 3. Conduct a controlled investigation using scientific processes.
<i>PO 4. Measure using appropriate tools (e.g.,</i>	PO 4. Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).



<i>ruler, scale, balance) and units of measure (i.e., metric, U.S. customary). (See M05-S4C4-01)</i>  <i>PO 5. Record data in an organized and appropriate format (e.g., t-chart, table, list, written log). (See W05-S3C2-01 and W05-S3C3-01)</i>	(See M06-S4C4-02)  PO 5. Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. (See W06-S3C2-01 and W06-S3C3-01)
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 3: Analysis and Conclusions**

Analyze and interpret data to explain correlations and results; formulate new questions.

Grade 5	Grade 6
PO 1. Analyze data obtained in a scientific investigation to identify trends and form conclusions. (See M05-S2C1-03)  PO 2. Analyze whether the data is consistent with the proposed explanation that motivated the investigation.  PO 3. Evaluate the reasonableness of the outcome of an investigation.  PO 4. Develop new investigations and predictions based on questions that arise from the findings of an investigation.  PO 5. Identify possible relationships between variables in simple investigations (e.g., time and distance; incline and mass of object).	PO 1. Analyze data obtained in a scientific investigation to identify trends. (See M06-S2C1-03)  PO 2. Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).  PO 3. Evaluate the observations and data reported by others.  PO 4. Interpret simple tables and graphs produced by others.  PO 5. Analyze the results from previous and/or similar investigations to verify the results of the current investigation.  PO 6. Formulate new questions based on the results of a completed investigation.

**Concept 4: Communication**

Communicate results of investigations.

Grade 5	Grade 6
<i>PO 1. Communicate verbally or in writing the results of an inquiry. (See W05-S3C3-01)</i>  <i>PO 2. Choose an appropriate graphic representation for collected data:</i> <ul style="list-style-type: none"> <li><i>bar graph</i></li> <li><i>line graph</i></li> </ul>	PO 1. Choose an appropriate graphic representation for collected data: <ul style="list-style-type: none"> <li>line graph</li> <li>double bar graph</li> <li>stem and leaf plot</li> <li>histogram</li> </ul> (See M06-S2C1-02)

<ul style="list-style-type: none"> <li>• <i>Venn diagram</i></li> <li>• <i>model</i></li> </ul> <p>(See M05-S2C1-02)</p> <p><i>PO 3. Communicate with other groups or individuals to compare the results of a common investigation.</i></p>	<p>PO 2. Display data collected from a controlled investigation. (See M06-S2C1-02)</p> <p>PO 3. Communicate the results of an investigation with appropriate use of qualitative and quantitative information. (See W06-S3C2-01)</p> <p>PO 4. Create a list of instructions that others can follow in carrying out a procedure (without the use of personal pronouns). (See W06-S3C3-01)</p> <p>PO 5. Communicate the results and conclusion of the investigation. (See W06-S3C6-02)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

<b>Concept 1: History of Science as a Human Endeavor</b> Identify individual and cultural contributions to scientific knowledge.	
Grade 5	Grade 6
<p><i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Percy Lavon Julian [scientist], supports Strand 4; Niels Bohr [scientist], supports Strand 5; Edwin Hubble [scientist], supports Strand 6).</i></p>	<p><i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>PO 2. Describe how a major milestone in science or technology has revolutionized the thinking of the time (e.g., Cell Theory, sonar, SCUBA, underwater robotics).</p> <p>PO 3. Analyze the impact of a major scientific development occurring within the past decade.</p>

**Concept 1: History of Science as a Human Endeavor**

Identify individual and cultural contributions to scientific knowledge.

PO 4. Describe the use of technology in science-related careers.

**Concept 2: Nature of Scientific Knowledge**

Understand how science is a process for generating knowledge.

**Grade 5**

PO 1. Provide examples that support the premise that science is an ongoing process that changes in response to new information and discoveries (e.g., space exploration, medical advances).

PO 2. Explain the cycle by which new scientific knowledge generates new scientific inquiry.

PO 3. Describe how scientific knowledge is subject to modification and/or change as new information/technology challenges prevailing theories.

PO 4. Compare collaborative approaches that scientists use for investigations (e.g., teams, individual with peer review).

PO 5. Describe qualities of the scientists' habits of mind (e.g., openness, skepticism, integrity, tolerance).

**Grade 6**

PO 1. Describe how science is an ongoing process that changes in response to new information and discoveries.

PO 2. Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.

PO 3. Apply the following scientific processes to other problem solving or decision making situations:

- observing
- questioning
- communicating
- comparing
- measuring
- classifying
- predicting
- organizing data
- inferring
- generating hypotheses
- identifying variables

**Strand 3: Science in Personal and Social Perspectives**

Science in Personal and Social Perspective emphasizes developing the ability to design a solution to a problem., to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers and planners.

**Concept 1: Changes in Environments**

Describe the interactions between human populations, natural hazards, and the environment.

**Grade 5**

PO 1. Explain the impacts of natural hazards

**Grade 6**

PO 1. Evaluate the effects of the following

<p>on habitats (e.g., global warming, floods, asteroid or large meteor impacts).</p> <p>PO 2. Propose a solution, resource, or product that addresses a specific human, animal, or habitat need.</p> <p>PO 3. Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat needs.</p>	<p>natural hazards:</p> <ul style="list-style-type: none"> <li>• sandstorm</li> <li>• hurricane</li> <li>• tornado</li> <li>• ultraviolet light</li> <li>• lightning-caused fire</li> </ul> <p>PO 2. Describe how people plan for, and respond to, the following natural disasters:</p> <ul style="list-style-type: none"> <li>• drought</li> <li>• flooding</li> <li>• tornadoes</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Concept 2: Science and Technology in Society</b> Develop viable solutions to a need or problem.	
Grade 5	Grade 6
<p>PO 1. Describe the relationship between science and technology.</p> <p>PO 2. Explain how scientific knowledge, skills, and technological capabilities are integral to a variety of careers.</p> <p>PO 3. <i>Design and construct a technological solution to a common problem or need using common materials.</i></p>	<p>PO 1. Propose viable methods of responding to an identified need or problem.</p> <p>PO 2. Compare possible solutions to best address an identified need or problem.</p> <p>PO 3. Design and construct a solution to an identified need or problem using simple classroom materials.</p> <p>PO 4. Describe a technological discovery that influences science.</p>

#### Strand 4: Life Science

Live Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

<b>Concept 1: Structure and Function in Living Systems</b> Understand the relationships between structures and functions of organisms.	
Grade 5	Grade 6
<p>PO 1. Identify the functions and parts of the skeletal system:</p> <ul style="list-style-type: none"> <li>• protection – rib cage, cranium</li> <li>• support – vertebrae</li> </ul>	<p>PO 1. Explain the importance of water to organisms.</p> <p>PO 2. Describe the basic structure of a cell,</p>

<ul style="list-style-type: none"> <li>• movement – pelvis, femur, hip</li> </ul> <p>PO 2. Identify the following types of muscles:</p> <ul style="list-style-type: none"> <li>• cardiac – heart</li> <li>• smooth – stomach</li> <li>• skeletal – biceps</li> </ul> <p>PO 3. Identify the functions and parts of the nervous system:</p> <ul style="list-style-type: none"> <li>• control center – brain</li> <li>• relay mechanism – spinal cord</li> <li>• transport messages – nerves</li> </ul> <p>PO 4. Distinguish between voluntary and involuntary responses.</p>	<p>including:</p> <ul style="list-style-type: none"> <li>• cell wall</li> <li>• cell membrane</li> <li>• nucleus</li> </ul> <p>PO 3. Describe the function of each of the following cell parts:</p> <ul style="list-style-type: none"> <li>• cell wall</li> <li>• cell membrane</li> <li>• nucleus</li> </ul> <p>PO 4. Differentiate between plant and animal cells.</p> <p>PO 5. Explain the hierarchy of cells, tissues, organs, and systems.</p> <p>PO 6. Relate the following structures of living organisms to their functions:</p> <p>Animals</p> <ul style="list-style-type: none"> <li>• respiration – gills, lungs</li> <li>• digestion – stomach, intestines</li> <li>• circulation – heart, veins, arteries, capillaries</li> <li>• locomotion – muscles, skeleton</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>• transpiration – stomata, roots, xylem, phloem</li> <li>• absorption – roots, xylem, phloem</li> <li>• response to stimulus (phototropism, hydrotropism, geotropism) – roots, xylem, phloem</li> </ul> <p>PO 7. Describe how the various systems of living organisms work together to perform a vital function:</p> <ul style="list-style-type: none"> <li>• respiratory and circulatory</li> <li>• muscular and skeletal</li> <li>• digestive and excretory</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Concept 2: Reproduction and Heredity

Understand the basic principles of heredity.

Grade 5

*No performance objectives defined at this level.*

Grade 6

*No performance objectives at this grade level*

<b>Concept 3: Populations of Organisms in an Ecosystem</b> Analyze the relationships among various organisms and their environment.	
Grade 5	Grade 6
<i>No performance objectives at this grade level</i>	<p>PO 1. Explain that sunlight is the major source of energy for most ecosystems. (See Strand 5 Concept 3 and Strand 6 Concept 2)</p> <p>PO 2. Describe how the following environmental conditions affect the quality of life:</p> <ul style="list-style-type: none"> <li>• water quality</li> <li>• climate</li> <li>• population density</li> <li>• smog</li> </ul>

<b>Concept 4: Diversity, Adaptation and Behavior</b> Identify structural and behavioral adaptations.	
Grade 5	Grade 6
<i>No performance objectives at this grade level</i>	<i>No performance objectives at this grade level</i>

### Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

<b>Concept 1: Structure of the Earth</b> Understand physical and chemical properties of matter.	
Grade 5	Grade 6
<p>PO 1. Identify that matter is made of smaller units called:</p> <ul style="list-style-type: none"> <li>• molecules (e.g., H<sub>2</sub>O, CO<sub>2</sub>)</li> <li>• atoms (e.g., H, N, Na)</li> </ul> <p>PO 2. Distinguish between mixtures and compounds.</p> <p>PO 3. Describe changes of matter:</p> <ul style="list-style-type: none"> <li>• physical – cutting wood, ripping paper,</li> </ul>	<i>No Performance Objectives at this level.</i>

freezing water • chemical – burning of wood, rusting of iron, milk turning sour	
---------------------------------------------------------------------------------------	--

**Concept 2: Motion and Forces**

Understand the relationship between force and motion

Grade 5	Grade 6
<p>PO 1. Describe the following forces:</p> <ul style="list-style-type: none"> <li>• gravity</li> <li>• friction</li> </ul> <p>PO 2. Describe the various effects forces can have on an object (e.g., cause motion, halt motion, change direction of motion, cause deformation).</p> <p>PO 3. Examine forces and motion through investigations using simple machines (e.g., wedge, plane, wheel and axle, pulley, lever).</p> <p>PO 4. Demonstrate effects of variables on an object's motion (e.g., incline angle, friction, applied forces).</p>	<p><i>No Performance Objectives at this level.</i></p>

**Concept 3: Transfer of Energy**

Understand that energy can be stored and transferred.

Grade 5	Grade 6
<p><i>No performance objectives at this grade level</i></p>	<p>PO 1. Identify various ways in which electrical energy is generated using renewable and nonrenewable resources (e.g., wind, dams, fossil fuels, nuclear reactions).</p> <p>PO 2. Identify several ways in which energy may be stored.</p> <p>PO 3. Compare the following ways in which energy may be transformed:</p> <ul style="list-style-type: none"> <li>• mechanical to electrical</li> <li>• electrical to thermal</li> </ul> <p>PO 4. Explain how thermal energy (heat energy) can be transferred by:</p> <ul style="list-style-type: none"> <li>• conduction</li> <li>• convection</li> </ul>

	• radiation
--	-------------

### Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and the models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

<b>Concept 1: Structure of the Earth</b> Describe the composition and interactions between the structure of the Earth and its atmosphere.	
Grade 5	Grade 6
<i>No Performance Objectives at this level.</i>	<p>PO 1. Describe the properties and the composition of the layers of the atmosphere.</p> <p>PO 2. Explain the composition, properties, and structure of the Earth's lakes and rivers.</p> <p>PO 3. Explain the composition, properties, and structures of the oceans' zones and layers.</p> <p>PO 4. Analyze the interactions between the Earth's atmosphere and the Earth's bodies of water (water cycle).</p> <p>PO 5. Describe ways scientists explore the Earth's atmosphere and bodies of water. (See Strand 2 Concept 1)</p>

<b>Concept 2: Earth's Processes and Systems</b> Understand the processes acting on the Earth and their interaction with the earth systems.	
Grade 5	Grade 6
<p>PO 1. Describe how the Moon's appearance changes during a four-week lunar cycle.</p> <p>PO 2. Describe how Earth's rotation results in day and night at any particular location.</p> <p>PO 3. Distinguish between revolution and rotation.</p> <p>PO 4. Describe the role of gravity as an attractive force between celestial objects.</p>	<p>PO 1. Explain how water is cycled in nature.</p> <p>PO 2. Identify the distribution of water within or among the following:</p> <ul style="list-style-type: none"> <li>• atmosphere</li> <li>• lithosphere</li> <li>• hydrosphere</li> </ul> <p>PO 3. Analyze the effects that bodies of water have on the climate of a region.</p>



	<p>PO 4. Analyze the following factors that affect climate:</p> <ul style="list-style-type: none"> <li>• ocean currents</li> <li>• elevation</li> <li>• location</li> </ul> <p>PO 5. Analyze the impact of large-scale weather systems on the local weather.</p> <p>PO 6. Create a weather system model that includes:</p> <ul style="list-style-type: none"> <li>• the Sun</li> <li>• the atmosphere</li> <li>• bodies of water</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Concept 3: Earth in the Solar System**

Understand the relationships of the Earth and other objects in the solar system.

Grade 5	Grade 6
<p>PO 1. Identify the known planets of the solar system.</p> <p>PO 2. Describe the distinguishing characteristics of the known planets in the solar system.</p> <p>PO 3. Describe various objects in the sky (e.g., asteroids, comets, stars, meteors/shooting stars).</p> <p>PO 4. Describe the change in position and motion of the following objects in the sky over time:</p> <ul style="list-style-type: none"> <li>• real motion – Moon, planets</li> <li>• apparent motion (due to the motion of the Earth) – Sun, Moon, stars</li> </ul> <p>PO 5. Explain the apparent motion of the Sun and stars.</p> <p>PO 6. Describe efforts to explore space (e.g., Apollo missions, space shuttles, Hubble space telescope, space probes). (See Strand 2)</p>	<p><i>No performance objectives at this grade level</i></p>

## ARIZONA SOCIAL STUDIES STANDARDS

### Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Grade 5	Grade 6
<p><i>PO 1. Use the following to interpret historical data:</i></p> <p><i>a. timelines – B.C.E. and B.C.; C.E. and A.D.</i></p> <p><i>b. graphs, tables, charts, and maps</i></p> <p>PO 2. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</p> <p><i>PO 3. Describe the difference between primary and secondary sources.</i></p> <p><i>PO 4. Locate information using both primary and secondary sources.</i></p> <p><i>PO 5. Describe how archaeological research adds to our understanding of the past.</i></p>	<p>PO 1. Construct charts, graphs, and narratives using historical data.</p> <p>PO 2. Interpret historical data displayed in graphs, tables, and charts.</p> <p><i>PO 3. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people.)</i></p> <p>PO 4. Formulate questions that can be answered by historical study and research.</p> <p><i>PO 5. Describe the difference between primary and secondary sources.</i></p> <p>PO 6. Determine the credibility and bias of primary and secondary sources.</p> <p>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><i>PO 8. Describe how archaeological research adds to our understanding of the past</i></p>

#### Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Grade 5	Grade 6
No performance objectives at this grade.	<p>PO 1. Describe the characteristics of hunting and gathering societies in the Americas.</p> <p>PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.</p> <p>PO 3. Describe the cultures of the Mogollon,</p>

	<p>Anasazi (Ancestral Pueblo), and Hohokam:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p>PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p>PO 5. Describe the achievements and features (i.e., mathematics, astronomy, architecture, government, social structure, arts and crafts) of the Mayan, Aztec, and Incan/Inkan civilizations.</p>
<p><b>Concept 3: Exploration and Colonization 1500s – 1700s</b></p> <p>The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.</p>	
Grade 5	Grade 6
<p>(Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.)</p> <p>PO 1. Recognize that Native American tribes resided throughout North America before the period of European colonization.</p> <p>PO 2. Explain the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>Connect with:</p> <p>Strand 2 Concept 5</p> <p>Strand 5 Concept 1</p> <p>PO 3. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.</p> <p>Connect with:</p> <p>Strand 5 Concept 1</p> <p>PO 4. Describe the geography, cultures, and economics of each of the three American colonial regions (Southern Colonies, Middle Atlantic Colonies, New England Colonies).</p> <p>Connect with:</p> <p>Strand 4 Concept 2, 6,</p> <p>Strand 5 Concept 1</p>	No performance objectives at this grade.

<p>PO 5. Identify contributions of individuals who were important to the colonization of America. (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe).</p> <p>PO 6. Describe interactions between Native Americans and European settlers (e.g., agricultural and cultural exchanges, alliances, conflicts).</p> <p>Connect with:</p> <p>Strand 2 Concept 5</p> <p>Strand 4 Concept 5</p> <p>Strand 5 Concept 1</p> <p>PO 7. Describe the causes and effects of triangular trade.</p> <p>Connect with:</p> <p>Strand 2 Concept 5</p> <p>Strand 5 Concept 1</p>	
<p><b>Concept 4: Revolution and New Nation 1700s – 1820</b></p> <p>The development of American constitutional democracy grew from political, cultural and economic issues, ideas and event.</p>	
Grade 5	Grade 6
<p>(Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.)</p> <p>PO 1. Describe the significance of the following events leading to the American Revolution</p> <ol style="list-style-type: none"> <li>French and Indian War</li> <li>Proclamation of 1763</li> <li>Tea Act</li> <li>Stamp Act</li> <li>Boston Massacre</li> <li>Intolerable Acts</li> </ol> <p>Connect with:</p> <p>Strand 2 Concept 6</p> <p>Strand 3 Concept 5</p> <p>Strand 5 Concept 2</p> <p>PO 2. Describe the significance of the following events in the Revolutionary War:</p> <ol style="list-style-type: none"> <li>Declaration of Independence</li> <li>major battles – (i.e., Lexington and Concord, Saratoga)</li> <li>aid from France</li> <li>surrender at Yorktown</li> </ol> <p>Connect with:</p> <p>Strand 3 Concept 1</p> <p>PO 3. Identify the impact of</p>	No performance objectives at this grade.

<p>the following individuals on the Revolutionary War:</p> <ul style="list-style-type: none"> <li>a. Benjamin Franklin</li> <li>b. Thomas Jefferson</li> <li>c. George Washington</li> <li>d. Patrick Henry</li> <li>e. Thomas Paine</li> <li>f. King George III</li> </ul> <p>Connect with: Strand 3 Concept 1</p> <p>PO 4. Describe how one nation evolved from thirteen colonies through the following events:</p> <ul style="list-style-type: none"> <li>a. Constitutional Convention</li> <li>b. George Washington's presidency</li> <li>c. creation of political parties</li> </ul> <p>Connect with: Strand 3 Concept 2, 3, 5</p>	
<p><b>Concept 5: Westward Expansion 1800 – 1860</b> Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.</p>	
Grade 5	Grade 6
<p>(Note: Westward expansion was introduced in Grades 2 and 4.)</p> <p>PO 1. Describe the following events of 19<sup>th</sup> century presidencies:</p> <ul style="list-style-type: none"> <li>a. Thomas Jefferson – Louisiana Purchase</li> <li>b. James Madison – War of 1812</li> <li>c. James Monroe – The Monroe Doctrine</li> <li>d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears</li> <li>e. James Polk – Mexican-American War; discovery of gold in California</li> </ul> <p>Connect with: Strand 3 Concept 3, Strand 4 Concept 4, 6</p> <p>PO 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p> <p>Connect with: Strand 4 Concept 4, 6</p> <p>PO 3. Identify major westward migration routes of the 19<sup>th</sup> Century.</p> <p>Connect with: Strand 4 Concept 4, 6</p> <p>PO 4. Describe how innovations of the Industrial Revolution (e.g., manufacturing,</p>	No performance objectives at this grade.

<p>textiles, transportation, improvements) contributed to U.S. growth and expansion. Connect with: Strand 4 Concept 4, 6 PO 5. Describe the following individuals' role in the reform movement before the Civil War:</p> <ol style="list-style-type: none"> <li>Fredrick Douglass</li> <li>Harriet Tubman</li> <li>William Lloyd Garrison</li> <li>Sojourner Truth</li> </ol>	
<p><b>Concept 6: Civil War and Reconstruction 1850 – 1877</b> Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.</p>	
Grade 5	Grade 6
<p>(Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.) PO 1. Describe factors leading to the Civil War:</p> <ol style="list-style-type: none"> <li>role of abolitionists and Underground Railroad</li> <li>sectionalism between North and South</li> <li>westward expansion</li> </ol> <p>Connect with: Strand 3 Concept 3, 4; Strand 4 Concept 2, 4, 6; Strand 5 Concept 1 PO 2. Identify the reasons why the following were important events of the Civil War:</p> <ol style="list-style-type: none"> <li>firing on Ft. Sumter</li> <li>major battles</li> <li>delivery of the Emancipation Proclamation</li> <li>surrender at Appomattox</li> </ol>	No performance objectives at this grade.
<p><b>Concept 7: Emergence of the Modern United States 1875 – 1929</b> Economic, social, and cultural changes transformed the U.S. into a world power.</p>	
Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<p><b>Concept 8: Great Depression and World War II 1929 – 1945</b> Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.</p>	
Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<p><b>Concept 9: Postwar United States 1945 – 1970s</b> Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.</p>	
Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.

**Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

**Grade 5**

*PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

*PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

**Grade 6**

*PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

*PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

*PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.*

**Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

**Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

**Grade 5**

*PO 1. Use the following to interpret historical data:*

- a. timelines – B.C.E. and B.C.; C.E. and A.D.*
- b. graphs, tables, charts, and maps*

*PO 2. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).*

*PO 3. Describe the difference between primary and secondary sources.*

*PO 4. Locate information using both primary and secondary sources.*

**Grade 6**

*PO 1. Construct charts, graphs, and narratives using historical data.*

*PO 2. Interpret historical data displayed in graphs, tables, and charts.*

*PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)*

*PO 4. Formulate questions that can be answered by historical study and research.*

*PO 5. Describe the difference between primary and secondary sources.*

<p><i>PO 5. Describe how archaeological research adds to our understanding of the past.</i></p>	<p>PO 6.Determine the credibility and bias of primary and secondary sources.          PO 7.Analyze cause and effect relationships between and among individuals and/or historical events.  <i>PO 8. Describe how archaeological research adds to our understanding of the past.</i></p>
<p><b>Concept 2: Early Civilizations</b>          The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.</p>	
<p>Grade 5</p>	<p>Grade 6</p>
<p>No performance objectives at this grade.</p>	<p>(Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)          PO 1.Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.          PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:              a. farming methods              b. domestication of animals              c. division of labor              d. geographic factors          Connect with:          Strand 4 Concept 2, 4,6          Strand 5 Concept 1          PO 3. Describe the importance of the following river valleys in the development of ancient civilizations:              a. Tigris and Euphrates - Mesopotamia              b. Nile - Egypt              c. Huang He - China              d. Indus- India          Connect with:          Strand 4 Concept 1, 2, 4, 5          PO 4.Compare the forms of government of the following ancient civilizations:              a. Mesopotamia – laws of Hammurabi              b. Egypt – theocracy              c. China – dynasty          Connect with:          Strand 3 Concept 3, 5          PO 5.Describe the religious traditions that</p>



	<p>helped shape the culture of the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Sumeria, India – polytheism</li> <li>b. Egypt – belief in an afterlife</li> <li>c. China – ancestor worship</li> <li>d. Middle East - monotheism</li> </ul> <p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ul style="list-style-type: none"> <li>a. Mesopotamia – laws of Hammurabi</li> <li>b. Egypt – mummification, hieroglyphs, papyrus</li> <li>c. China – silk, gun powder/fireworks, compass</li> <li>d. Central and South America - astronomy, agriculture</li> </ul> <p>Connect with:</p> <p>Strand 5 Concept 2</p> <p>PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ul style="list-style-type: none"> <li>a. democracy</li> <li>b. republics/ empires</li> </ul> <p>Connect with:</p> <p>Strand 3 Concept 5</p> <p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy).</p> <p>Connect with:</p> <p>Strand 4 Concept 2, 4, 5</p> <p>Strand 5 Concept 2</p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Greece (e.g., Sophocles, Euripides, Pericles, Homer)</li> <li>b. Alexander the Great</li> <li>c. Rome (e.g., Julius Caesar, Augustus)</li> <li>d. China (e.g., Qin Shi Huan Di, Confucius)</li> <li>e. Egypt (e.g., Hatshepsut, Ramses, Cleopatra)</li> </ul> <p>Connect with:</p> <p>Strand 3 Concept 5</p> <p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ul style="list-style-type: none"> <li>a. “decline and fall” of the Roman Empire</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	b. Empire split in eastern and western regions c. capital moved to Byzantium/ Constantinople d. Germanic invasions Connect with: Strand 4 Concept 2
<b>Concept 3: World in Transition</b> People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.	
Grade 5	Grade 6
No performance objectives at this grade.	(Note: The Middle Ages were introduced in Grade 4.) PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam). Connect with: Strand 4 Concept 2, 4 PO 2. Describe the development of the Medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai): a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with: Strand 5 Concept 1 PO 3. Describe the culture and way of life of the Arab Empire: a. Muslim religion – Mohammad, Mecca b. extensive trade and banking network c. interest in science – medicine, astronomy d. translation and preservation of Greek and Roman literature Connect with: Strand 5 Concept 1 PO 4. Describe the Catholic church's role in the following activities during the Middle Ages: a. Crusades b. Inquisition c. education d. government e. spread of Christianity PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages. PO 6. Describe the trade routes that established

	<p>the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>Connect with:</p> <p>Strand 4 Concept 2, 4</p> <p>Strand 5 Concept 1</p> <p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>Connect with:</p> <p>Strand 3 Concept 1</p> <p>Strand 4 Concept 4,5</p> <p>Strand 5 Concept 1</p>
<b>Concept 4: Renaissance and Reformation</b> The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.	
Grade 5	Grade 6
No performance objectives at this grade.	<p>PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ul style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products as a result of trade.</li> <li>c. the arts</li> <li>d. science</li> </ul> <p>Connect with:</p> <p>Strand 3 Concept 5,</p> <p>Strand 4 Concept 2, 4, 5</p> <p>Strand 5 Concept 1, 2</p> <p>PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ul style="list-style-type: none"> <li>a. Leonardo da Vinci</li> <li>b. Michelangelo</li> <li>c. Gutenberg</li> <li>d. Martin Luther</li> </ul> <p>Connect with:</p> <p>Strand 3 Concept 1</p> <p>Strand 4 Concept 4</p>
<b>Concept 5: Encounters and Exchange</b> Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.	
Grade 5	Grade 6
(Note: European Exploration was introduced in Grades 3 and 4.)	(Note: The growth of European nations was taught in Grade 5.)
PO 1. Describe the following effects of	PO 1. Describe how new ways of thinking in

<p>European exploration, trade, and colonization on other parts of the world:</p> <ul style="list-style-type: none"> <li>a. sea routes to Asia</li> <li>b. colonies established and settled</li> <li>c. increased power of European countries</li> <li>d. trade established between Europe, Africa, and Americas</li> <li>e. introduction of disease and the resulting population decline of Indigenous people</li> <li>e. triangular trade</li> </ul> <p>Connect with:</p> <p>Strand 1 Concept 3</p> <p>Strand 3 Concept 2;</p> <p>Strand 4 Concept 2, 4, 5, 6</p> <p>Strand 5 Concept 1</p> <p>PO 2. Describe ways in which Spain, France, and England competed for power:</p> <p>Connect with:</p> <p>Strand 1 Concept 3</p> <p>Strand 3 Concept 2, 5</p> <p>Strand 4 Concept 2</p> <p>Strand 5 Concept 1</p>	<p>Europe during the Enlightenment fostered the following changes in society:</p> <ul style="list-style-type: none"> <li>a. Scientific Revolution – Copernicus, Galileo, Newton</li> <li>b. natural rights – life, liberty, property</li> <li>c. governmental separation of powers vs. monarchy</li> <li>d. religious freedom</li> <li>e. Magna Carta</li> </ul> <p>Connect with:</p> <p>Strand 3 Concept 1, 4, 5</p> <p>Science</p> <p>Strand 2 Concept 1</p>
<p><b>Concept 6: Age of Revolution</b></p> <p>Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.</p>	
Grade 5	Grade 6
<p>(Note: Changing government by revolution was introduced in Grade 1. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</p> <p>PO 1. Explain the rationale and characteristics of rebellion.</p> <p>PO 2. Explain the impact that revolution has on a society.</p> <p>PO 3. Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p>PO 4. Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p>	<p>No performance objectives at this grade.</p>
<p><b>Concept 7: Age of Imperialism</b></p> <p>Industrialized nations exerted political, economic, and social control over less developed areas of the world.</p>	

Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.	
Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<b>Concept 9: Contemporary World</b> The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.	
Grade 5	Grade 6
<i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <i>PO 2. Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.</i>	<i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <i>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>

### Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

<b>Concept 1: Foundations of Government</b> The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.	
Grade 5	Grade 6
PO 1. Identify the democratic principles and ideals associated with the following documents: a. Mayflower Compact b. Declaration of Independence c. Articles of Confederation d. United States Constitution e. Bill of Rights	PO 1. Discuss the important ideas of the Enlightenment Period that fostered the creation of the United States government (e.g., Natural Rights, separation of powers, religious freedom). Connect with: Strand 2 Concept 4, 5

<p>Connect with: Strand 1 Concept 3 PO 2. Recognize the contributions and roles of the following individuals in creating the American government:</p> <ul style="list-style-type: none"> <li>a. John Adams</li> <li>b. Benjamin Franklin</li> <li>c. Alexander Hamilton</li> <li>d. Thomas Jefferson</li> <li>e. James Madison</li> <li>f. John Marshall</li> <li>g. George Washington</li> </ul> <p>Connect with: Strand 1 Concept 4 PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.</p> <p>Connect with: Strand 1 Concept 4</p>	
<p><b>Concept 2: Structure of Government</b> The United States structure of government is characterized by the separation and balance of powers.</p>	
Grade 5	Grade 6
<p>PO 1. Describe colonial government (e.g., town meetings, representative assemblies). PO 2. Describe how the Constitution is designed to limit central government (e.g., freedom from a controlling monarchy). Connect with: Strand 1 Concept 3, 4</p>	No performance objective at this grade level
<p><b>Concept 3: Functions of Government</b> Laws and policies are developed to govern, protect, and promote the well-being of the people.</p>	
Grade 5	Grade 6
<p>(Note: Students are introduced to how laws are made in Grade 3.) PO 1. Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution. Connect with: Strand 1 Concept 4 PO 2. Identify the process by which a bill becomes a law. PO 3. Describe how the checks and balance system, which established the three branches of the federal government, works, as in Andrew Johnson's impeachment.</p>	<p>PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws. Connect with Strand 2 Concept 2 PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2 PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with:</p>

PO 4. Explain the significance of the Dred Scott Decision. PO 5. Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).	Strand 2 Concept 2
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.	
Grade 5	Grade 6
PO 1. Describe ways an individual can contribute to a school or community. PO 2. Describe the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	<i>PO 1. Describe ways an individual can contribute to a school or community.</i> <i>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</i> Connect with: Strand 2 Concept 5 PO 3. Describe the importance of citizens being actively involved in the democratic process. (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). Connect with: Strand 2 Concept 5
<b>Concept 5: Government Systems of the World</b> Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.	
Grade 5	Grade 6
PO 1. Describe the characteristics of a monarchy and a republic. Connect with: Strand 1 Concept 3, 4 Strand 2 Concept 6	PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy Connect with: Strand 2 Concept 2, 4, 5

### Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will

be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

<b>Concept 1: The World in Spatial Terms</b>	
The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.	
Grade 5	Grade 6
<p>PO 1. Interpret information from a variety of maps:</p> <ul style="list-style-type: none"> <li>a. contour</li> <li>b. population density</li> <li>c. natural resource</li> <li>d. historical maps</li> </ul> <p>PO 2. Locate features in the world (i.e., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.</p> <p>PO 3. Identify the location of significant geographic features (i.e., Continental Divide, Great Salt Lake, Appalachians, Rockies, Mississippi River, Great Lakes, Cascades, Sierra Nevada, Rio Grande) on a physical or political map</p> <p>PO 4. Locate physical and human features in the United States and world on an appropriate type of map. (i.e., gulf, delta, isthmus, strait, bay, swamp, canyon, peninsula, province, cape, tree line).</p> <p>PO 5. Identify each state on a U.S. map.</p> <p>PO 6. Construct maps, charts, and graphs to display geographic information.</p>	<p>PO 1. Construct maps, charts, and graphs to display geographic information.</p> <p>PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.</p> <p>PO 3. Interpret maps, charts, and geographic databases using geographic information.</p> <p>PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries).</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p> <p>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).</p>
<b>Concept 2: Places and Regions</b>	
Places and regions have distinct physical and cultural characteristics.	
Grade 5	Grade 6
<p>PO 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:</p> <ul style="list-style-type: none"> <li>a. three American colonial regions</li> <li>b. West, Midwest, Northeast, Southeast, and Southwest</li> <li>c. North and South (Civil War)</li> </ul> <p>Connect with:</p> <p>Strand 1 Concept 3, 4, 5</p> <p>PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases and other</p>	<p>PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation).</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p> <p>PO 2. Describe the factors that cause regions and places to change.</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p> <p>PO 3. Describe the interactions of people in different places and regions.</p>



reference materials.	<p>Connect with: Strand 2 Concept 3, 4, 5 PO 4.Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).</p> <p>Connect with: Strand 2 Concept 2 PO 5.Describe the physical and human characteristics of places and regions of a Middle Eastern country.</p> <p>Connect with: Strand 2 Concept 2</p>
<b>Concept 3: Physical Systems</b> Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9-12. These concepts are reinforced in Social Studies classes, but assessed through Science.	
Grade 5	Grade 6
(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Explain the impacts of natural hazards on habitats Science Strand 6 Concept 2 Describe lunar cycles, Earth's revolution and rotation, and gravity. Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system.	(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) PO 1. Identify the physical processes that influence the formation and location of resources. (e.g., oil, coal, diamonds, copper). Connect with: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters. Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life. Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere. Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.
<b>Concept 4: Human Systems</b> Human cultures, their nature, and distribution affect societies and the Earth.	
Grade 5	Grade 6
PO 1. Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).	PO 1. Interpret the demographic structure of places and regions using a population pyramid. PO 2. Describe the environmental, economic,

<p>Connect with:  Strand 1 Concept 5, 6  PO 2. Explain the effects of human migration on places (e.g., economic, cultural, environmental, political).  Connect with:  Strand 1 Concept 5  Strand 2 Concept 5  Strand 5 Concept 1</p>	<p>cultural and political effects of human migrations and cultural diffusion on places and regions.  PO 3. Analyze the causes and effects of settlement patterns.  Connect with:  Strand 1 Concept 2  Strand 2 Concept 2  PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.  Connect with:  Strand 2 Concept 2, 3, 4,  PO 5. Identify cultural norms that influence different social, political and economic activities of men and women.  Connect with:  Strand 2 Concept 2</p>
<p><b>Concept 5: Environment and Society</b>  Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</p>	
Grade 5	Grade 6
<p>PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.  Connect with:  Strand 1 Concept 3, 6  PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environment  <i>PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</i></p>	<p>PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.  PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.  Connect with:  Strand 2 Concept 2  PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.  Connect with:  Strand 2 Concept 2  PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.</p>
<p><b>Concept 6: Geographic Applications</b></p>	

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.	
Grade 5	Grade 6
<p>PO 1. Describe how geographic features influenced events in the past (e.g., Original Thirteen Colonies, Great Plains, Pacific Northwest).</p> <p>Connect with:</p> <p>Strand 1 Concept 3, 5, 6</p> <p>PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	<p>PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places, and regions. Connect with:</p> <p>Strand 2 Concept 2</p> <p><i>PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i></p>

### Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

<b>Concept 1: Foundations of Economics</b> The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.	
Grade 5	Grade 6
<p>PO 1. Identify the opportunity costs (e.g., separation from family, indentured service) associated with expeditions to the New World.</p> <p>Connect with:</p> <p>Strand 1 Concept 3</p> <p>Strand 4 Concept 2, 4</p> <p>PO 2. Explain how price incentives affect peoples' behavior and choices. (e.g., colonial decisions about what crops to grow and products to produce).</p> <p>Strand 1 Concept 3</p> <p>Strand 2 Concept 5, 8</p> <p>PO 3. Describe how specialization (i.e., division of labor) improves standards of living.</p>	<p>PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p>PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</p> <p>PO 3. Explain why specialization improves standards of living.</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p> <p>PO 4. Compare how money, as opposed to barter, facilitates trade.</p> <p>PO 5. Explain how trade promoted economic growth throughout world regions.</p> <p>Connect with:</p>

<p>(e.g., economic development of the three colonial regions and the Pre-Civil War North and South).</p> <p>Connect with:</p> <p>Strand 1 Concept 6</p> <p>PO 4. Identify how voluntary exchange helps both buyers and sellers. (e.g., colonial trade in North America.)</p> <p>Connect with:</p> <p>Strand 1 Concept 3</p> <p>Strand 2 Concept 5</p> <p>PO 5. Interpret how trade promoted economic growth throughout U.S. history.</p> <p>Connect with:</p> <p>Strand 1 Concept 3</p> <p>Strand 2 Concept 5</p> <p>Strand 4 Concept 4</p>	<p>Strand 2 Concept 3</p> <p>Strand 2 Concept 4</p>
<p><b>Concept 2: Microeconomics</b></p> <p>Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.</p>	
Grade 5	Grade 6
<p>PO 1. Describe how competition, markets, and prices influence peoples' behavior.</p> <p>Connect with:</p> <p>Strand 1 Concept 4</p> <p>PO 2. Identify how people earn income by selling their labor to businesses or government.</p> <p>PO 3. Describe ways in which entrepreneurs take risks to develop new goods and services.</p> <p>PO 4. Describe the function of private business in producing goods and services.</p> <p>PO 5. Discuss the function of banks in providing checking accounts, savings accounts, and loans.</p> <p>PO 6. Explain the function of government in providing certain goods and services through taxation.</p> <p>Connect with:</p> <p>Strand 1 Concept 4</p>	<p>No performance objectives at this grade.</p>
<p><b>Concept 3: Macroeconomics</b></p> <p>Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.</p>	
Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<p>Concept 4: Global Economics Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p>	

Grade 5	Grade 6
No performance objectives at this grade.	No performance objectives at this grade.
<b>Concept 5: Personal Finance</b> Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.	
Grade 5	Grade 6
PO 1. Explain how the following are used to purchase goods and services: a. cash b. check c. money order d. debit card e. credit card	PO 1. Compare the cost and benefits of using credit. PO 2. Explain how interest is the price paid to borrow money. PO 3. Describe the factors lenders consider before lending money.

# ARIZONA ARTS STANDARDS

## VISUAL ARTS

### Standard 1: Creating Art

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

Essentials (Grades 4-5)	Essentials (Grades 6-8)
<b>1AV-E1.</b> Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences	
PO 1. Create artwork using the most appropriate media to communicate ideas and experiences	PO 1. Create artwork using the most appropriate techniques and processes to communicate ideas and experiences PO 2. Analyze the effectiveness of the characteristics of the specific media used to enhance the communication of experiences and ideas
<b>1AV-E2.</b> Demonstrate increasing technical ability and skill to complete visual arts assignments	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Demonstrate technical ability and skill to complete visual arts assignments PO 2. Demonstrate improvement of technical ability and skill in a sequence of one's own artwork PO 3. Produce a portfolio demonstrating improved technical ability and skill	PO 1. Demonstrate technical ability and skill to complete visual arts assignments PO 2. Demonstrate improvement of technical ability and skill in a sequence of one's own artwork PO 3. Produce a portfolio demonstrating improved technical ability and skill
<b>1AV-E3.</b> Identify and demonstrate the basic physical and scientific properties of the technical aspects of visual arts media (e.g., glazes, paints, printing equipment, photo papers/chemicals, fiber dyes, kilns, cameras, computer software and hardware, mathematics, light, tensile strength)	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify basic physical and scientific properties of the technical aspects of visual arts Media PO 2. Demonstrate, within one's own artworks, the basic physical and scientific properties of the technical aspects of visual arts media	PO 1. Identify basic physical and scientific properties of the technical aspects of visual arts media PO 2. Demonstrate, within one's own artworks, the basic physical and scientific properties of the technical aspects of visual arts media
<b>1AV-E4.</b> Continue to expand knowledge and use of different arts media, acquiring several new techniques	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Know how to use different arts media and techniques PO 2. Demonstrate the use of different arts	PO 1. Compare different arts media and techniques PO 2. Select a combination of known

media and techniques	techniques and apply them in new and different ways creating artworks
<b>1AV-E5.</b> Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify the issues to be addressed within one's own artwork PO 2. Determine the variety of options one could use in producing an artwork to address an artistic problem PO 3. Select the specific options that would best solve an artistic problem PO 4. Create an artwork that best solves an artistic problem	PO 1. Analyze factors leading to a successful resolution of an artistic problem PO 2. State rationale for the choices or options selected in resolving the artistic problem

**Standard 2: Art In Context**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

<b>2AV-E1.</b> Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics to communicate intended meaning in their artworks	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify cultural and historical symbols for one's own meaning, past and present PO 2. Apply subjects, themes or symbols from various cultural or historical contexts to one's own artwork that will communicate their intended meanings PO 3. Compare and contrast the values and aesthetics of one's own work and the historic or cultural work with similar meanings	PO 1. State meaning of symbols and subject matter based on their values and preferences PO 2. Predict the intended meanings of symbols and subject matter to the viewing audience PO 3. Evaluate one's own work based on the success of communicating their intended meaning
<b>2AV-E2.</b> Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Determine careers in the visual arts PO 2. Research a particular career choice for qualifications necessary PO 3. List one's own personal strengths and interests and match those with existing arts careers	PO 1. Determine careers in the visual arts PO 2. Research a particular career choice for qualifications necessary PO 3. List one's own personal strengths and interests and match those with existing arts careers
<b>2AV-E3.</b> Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Determine characteristics in several artworks from the same cultural group	PO 1. Categorize subject matter based on cultural or historical content

PO 2. Compare and contrast the characteristics of various cultural groups in similar time periods PO 3. Compare and contrast the use of subject matter in various cultural groups in various time periods	PO 2. Differentiate the similarities in their artwork with characteristics of cultural groups or historical periods
<b>2AV-E4.</b> Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Explain functional and non-functional art forms PO 2. Describe traditional art forms based on culture PO 3. State the social, economic, political, geographic, or cultural implications of one's own work	PO 1. Categorize art images/objects for one's own social, economic, political, geographic, and/or cultural purposes PO 2. Appraise the social, economic, political, geographic, and/or cultural purpose of one's own work

**Standard 3: Art As Inquiry**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

<b>3AV-E1.</b> Compare and contrast the various purposes for creating art	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Analyze purposes for creating art PO 2. Compare various purposes for creating art PO 3. Contrast various purposes for creating art	PO 1. Analyze purposes for creating art PO 2. Compare various purposes for creating art PO 3. Contrast various purposes for creating art
<b>3AV-E2.</b> Identify the artistic styles of realistic, abstract and non-objective artworks	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify realistic artworks PO 2. Identify abstract artworks PO 3. Identify non-objective artworks	PO 1. Explain characteristics of realistic artworks PO 2. Explain characteristics of abstract artworks PO 3. Explain characteristics of non-objective artworks
<b>3AV-E3.</b> Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Describe the meaning of contemporary artworks in terms of a particular culture or ethnic background PO 2. Describe the meaning of historical artworks in terms of a particular culture or ethnic background	PO 1. Interpret the meaning of contemporary artworks in terms of a particular culture or ethnic background PO 2. Interpret the meaning of historical artworks in terms of a particular culture or ethnic background PO 3. Suggest the influences of culture on artworks



<b>3AV-E4.</b> Use art elements and the principles of design to describe the effective communication of ideas in one's own personal work and in the work of master artists	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Use the elements of art to describe the effective communication of ideas in the work of master artists of various cultures PO 2. Use the principles of design to describe the effective communication of ideas in the work of master artists of various cultures	PO 1. Use the elements of art to describe the effective communication of ideas in one's own personal work PO 2. Use the principles of design to describe the effective communication of ideas in one's own personal work
<b>3AV-E5.</b> Describe and compare own responses and responses of others to works by artists from various eras and cultures	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Develop one's own response about works from various eras and cultures PO 2. Identify the responses of others about works from various eras and cultures PO 3. Compare one's own response with the responses of others about works from various eras and cultures	PO 1. Develop one's own rationale about works from various eras and cultures PO 2. Describe the rationale of others about works from various eras and cultures PO 3. Compare one's own rationale with the rationale of others about works from various eras and cultures
<b>3AV-E6.</b> Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify images used to influence messages used by business, industry, and politics PO 2. Describe the persuasive power of the images to influence messages used by business, industry and politics	PO 1. Develop a presentation illustrating the persuasive power of the visual arts to influence messages used by business, industry and politics
<b>3AV-E7.</b> Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify the curriculum concepts from other disciplines that are used in the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts)	PO 1. Explain how the curriculum concepts translate from other disciplines into the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts) PO 2. Employ the curriculum concepts from other disciplines to the visual arts (e.g., measurements in mathematics, writing, and public speaking in language arts)
<b>3AV-E8.</b> Demonstrate the process and value of critiquing one's own artwork and the work of others, using technology as one means of communicating personal ideas in a variety of forums	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Demonstrate one process of critiquing an artwork PO 2. Name a benefit of the critique process	PO 1. Summarize one process of critiquing PO 2. Use one process of critiquing to critique one's own work using a computer

	PO 3. Use one process of critiquing to critique the work of others using a computer
--	-------------------------------------------------------------------------------------

## THEATRE

### Standard 1: Creating Art

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

<b>1AT-E1.</b> Create and script (e.g., through scenarios for improvisations and scripts), both individually and in groups, scenarios that develop tension and suspense between believable, interrelated characters	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Develop a scene that has a simple series of actions with conflict, challenge, or problems for the characters PO 2. Analyze the relationships and believability of the characters in the improvisation PO 3. Use class discussions as a basis for scripting (in appropriate format) a scene that involves character, tension/conflict, and action	PO 1. Create a draft for a short play or screen play with several scenes including subplots and major and minor conflicts PO 2. Rewrite a short play or screenplay with insights based on improvisations and/or readings of the draft scripts working for dialogue and action appropriate for characters and situation
<b>1AT-E2.</b> Demonstrate mental and physical attributes (e.g., concentration, sense recall, and ability to remember lines and cues; breath and vocal control, body alignment, flexibility, and coordination) required to communicate characters different from themselves	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Concentrate as a character portraying simple identified role characteristics PO 2. Demonstrate fluidity of dialogue in improvisations and when remembering lines and taking cues for scripted dramas PO 3. Use simple vocal techniques (e.g., rate, tone, pitch, rhythm, tempo, volume) to create a believable character PO 4. Use simple range of movement to differentiate one character from another	PO 1. Support the relationships with other characters in a role within the scene PO 2. Demonstrate fluidity of dialogue when delivering lines and responding to cues PO 3. Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to create a character PO 4. Demonstrate a controlled range of movement to differentiate one character from another
<b>1AT-E3.</b> Cooperate in an ensemble to rehearse and present improvisations and scripted scenes involving themselves as invented characters	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. In small groups cooperatively plan scenes or improvisations PO 2. Rehearse an improvisation or scene making certain the action is seen and heard PO 3. Participate in a classroom presentation and/or a film/video demonstrating vocal and	PO 1. Based on an analysis of the text, describe character motivations, the basic structure of the story, and the role of the environment in the story PO 2. Integrate the ideas of student designers and directors in the development of a scene for

movement techniques to portray a character	production, using readily available materials for scenery, props and costumes PO 3. Demonstrate the ability to take direction from teacher or student director PO 4. Give directions as director or designer (based on an analysis of the text, including placement of characters that utilize all stage areas—upstage, down stage, etc.—and that creates emphasis and contrast) PO 5. Participate in a formal presentation and/or a film/video that demonstrates ability to portray a character (e.g., through vocal and movement control, concentration, reaction)
<b>1AT-E4.</b> Identify and demonstrate the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, set construction and makeup)	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Demonstrate the effect of a light source on shadow (reflection, refraction and absorption) and mood PO 2. Mix paint to create different colors, values, and hues; explain the process	PO 1. Demonstrate light as an additive phenomenon (i.e., the primary lighting colors are blue, green, and yellow, and by adding them other colors and white can be created) and paint as subtractive (i.e., pigments in which the primary colors red, blue, and yellow, absorb light and mixing them leads to black) PO 2. Describe basic characteristics of electricity as it is used to control light (e.g., wattage, voltage and electronic dimmers) PO 3. Explain the basic differences between oil and water-based makeup and the effect each has on the skin
<b>1AT-E5.</b> Analyze scenes for artistic and technical requirements; develop design based on musical and visual art principles that meet the requirements of the scene	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Discuss how visual and aural design elements affect the audience PO 2. Experiment with arts media and techniques to create a design that contributes to the mood and meaning of an improvisation (e.g., collage, computer image, sound plot)	PO 1. Create a floor plan for the scene indicating environmental objects and set props; take into account sight lines and character action PO 2. Develop a design that communicates story and environment for a theatre, film or video scene (i.e., choices about art elements in the setting, lighting, sound and costumes should convey a unified meaning) PO 3. Make costume sketches (using figure models if needed) to convey character and character relationships, class, time, culture) PO 4. Design makeup (given face models) to

	suggest age and personality of the character PO 5. Create a simple light and sound plot indicating cues for changes (based on available equipment)
<b>1AT-E6.</b> Work collaboratively and safely to select and create elements of scenery, properties, lighting, sound, costumes and makeup that will suggest their designs	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Use available art materials and tools to construct set pieces or select from a variety of sources, objects that can convey the image of the environment PO 2. Make certain the action is seen and light sources colored to enhance the mood of the scene PO 3. Record and play sound to enhance the mood and meaning of the scene PO 4. Select costume accessories (e.g., from home wardrobes) to enhance the design of the performance and help delineate character	PO 1. Use tools correctly (power tools if available and appropriate for the project) when constructing the scenery for the presentation PO 2. Use lighting and sound equipment appropriately PO 3. Construct costume pieces to enhance characterization and performance PO 4. Apply simple suggestive makeup using safe products and procedures

**Standard 2: Art In Context**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

<b>2AT-E1.</b> Analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media. Given a dramatic text or media presentation:	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify and compare the physical traits (e.g., ethnicity, body shape, age, physical ability) of various characters PO 2. Explain how the emotional range (e.g., feelings that motivate a character, feelings or reactions) of characters effects their personality PO 3. Identify and compare the social status of characters	PO 1. Compare similar characters (e.g., physical, social and emotional dimensions) from written or media sources PO 2. Compare similar characters from two different genres of drama (e.g., comedy, drama, farce)
<b>2AT-E2.</b> Explain and compare the roles and interrelated responsibilities of various personnel involved in theatre, film, television and/or electronic media productions	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Explain what the playwright, actor, designer and director do to put on a play and the role of editor, camera operator in film PO 2. Compare and contrast the roles and responsibilities of actors, designers and directors in film and theatre	PO 1. Explain how theatre/film playwrights, directors, producers, actors, designers work together to plan and produce a show PO 2. Utilize knowledge of roles and responsibilities of various theatre/film/television professionals to collaborate on the production of a scene, short video, puppet show

<b>2AT-E3.</b> Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Utilizing their knowledge of social skills needed in the planning, rehearsing and presentation of a dramatic work, give examples from daily life when these skills are applicable PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life PO 3. Improvise scenes exemplifying these behaviors	PO 1. Discuss ways in which different behaviors might change or resolve the fictional problem PO 2 Incorporate insights from comparison of character behavior in dramatic literature and productions to analyze real life situations
<b>2AT-E4.</b> Apply research to script writing, acting, designing and directing	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify a variety of sources (e.g., library, school, community) to supply information about characters, environment, etc. to improve a performance PO 2. Evaluate the research materials for appropriateness and usefulness to support character, story development and design	PO 1. Refine research skills (e.g., increase sources, analyze sources in more depth) PO 2. Present selected information from research to the ensemble to support the production process PO 3. Develop a production utilizing the most applicable and appropriate researched insights
<b>2AT-E5.</b> Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others)	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Analyze and describe orally or in writing a personal response to a play, film or other performance PO 2. Describe how the characters in a situation might be similar to one experienced in real Life	PO 1. Refine research skills (e.g., increase sources, analyze sources in more depth) PO 2. Present selected information from research to the ensemble to support the production process PO 3. Develop a production utilizing the most applicable and appropriate researched insights
<b>2AT-E6.</b> Select characters representing various historical periods and cultures from scripts and other sources and illustrate how these characters 1) have similar needs and motivations and 2) reflect the conditions of their time and place	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify and describe characters from dramatic productions from two historical periods and/or cultures PO 2. Improvise a scene that places characters from two different historical periods or cultures in a problem situation PO 3. Explain how and why the characters behaved as they did in the improvisation or the production	PO 1. Diagnose and discuss the conditions of time, place, cultural beliefs, class and relationships that affected character actions PO 2. Compare conditions that affected character actions with personal and current social Situations

<b>2AT-E7.</b> Describe and compare responses to their own works and works by others	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify similar and different emotional and critical responses to selected works of art PO 2. Evaluate responses according to one's own objective or artists' perceived purpose	PO 1. Compare and contrast differences of opinion of the same work of art

### **Standard 3: Art As Inquiry**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

<b>3AT-E1.</b> Explain and justify the meanings constructed from their and others/ dramatic performances	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Identify and explain the effect of conflicts between characters in a dramatic production PO 2. Describe how the conflict is related to daily life PO 3. Formulate a general theme based on a play and its relationship to daily life	PO 1. Explain the effect a plays' conflicts have on the interaction of characters and the resulting themes PO 2. Improvise or script a scene based on a discussed theme PO 3. Justify the treatment (e.g., choice of characters, environment, action, beginning, middle, ending) of a dramatic theme
<b>3AT-E2.</b> Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Discuss appropriate dress and behavior for attending or participating in various activities (e.g., sports, theatre, concert)	PO 1. Instruct younger students to prepare them to enjoy and understand a performance PO 2. Organize and provide an appropriate environment for an enjoyable performance (e.g., program, ushers, greeters, prepare audience space) PO 3. Analyze and critique the audience response to a performance and the effect a study guide and the environment had on their understanding and enjoyment of the production
<b>3AT-E3.</b> Describe ways in which the principles and subject matter of the curriculum are interrelated with theatre	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Dramatize a story from classroom literature PO 2. Interpret a story poem using musical instruments and movement PO 3. Dramatize a concept from other subject areas (e.g., math, science) through pantomime, rap, two-voice poems, or other performance	PO 1. Create a two-way dialogue with characters from opposing cultures, viewpoints, etc. PO 2. Role-play an historical or current event

medium PO 4. Improvise a scene, demonstrating a science or social studies concept (e.g., enact a scene about a major scientific figure or a scene demonstrating how a scientific principle solves a problem)	
<b>3AT-E4.</b> Analyze how characters change as a result of events in a drama and identify key messages or themes from a dramatic text or performance	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Adapt a story to another time and place PO 2. Explain how and why the dramatic elements (e.g., dialogue, setting, lighting, costuming, acting style) change in an adaptation PO 3. Create and justify transitions between improvised or scripted scenes in a play	PO 1. Adapt a story to another time and place PO 2. Explain how and why the dramatic elements (e.g., dialogue, setting, lighting, costuming, acting style) change in an adaptation PO 3. Create and justify transitions between improvised or scripted scenes in a play
<b>3AT-E5.</b> Explain own personal criteria for evaluating their dramatic work and the work of others by identifying 1) the basic elements of a drama, and 2) the acting and process of theatrical design	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Interpret the importance of time and place in a story PO 2. Analyze the interrelationship among character, conflict/problem and resolution PO 3. Construct a scenario with a definite beginning, middle and ending PO 4. Evaluate the artistic choices (e.g., dialogue, setting, lighting, costuming, acting style) made in a performance	PO 1. Interpret the importance of time and place in a story PO 2. Analyze the interrelationship among character, conflict/problem and resolution PO 3. Construct a scenario with a definite beginning, middle and ending PO 4. Evaluate the artistic choices (e.g., dialogue, setting, lighting, costuming, acting style) made in a performance
<b>3AT-E6.</b> Describe and evaluate their sense of the effectiveness of classmates' and others' contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of improvising, scripting and performing scenes	
Essentials (Grades 4-5)	Essentials (Grades 6-8)
PO 1. Describe the collaborative roles (e.g., listener, recorder, encourager, questioner) in creating drama PO 2. Utilize collaboration when creating a theatrical performance PO 3. Analyze the results of cooperation and collaboration in the creative process	PO 1. Analyze the process of cooperation as the role of director is introduced into the dramatic process PO 2. Evaluate the effectiveness of classmates' roles within the theatrical process

# ARIZONA TECHNOLOGY EDUCATION STANDARDS

## **Standard 1: Fundamental Operations And Concepts**

Students understand the operations and function of technology systems and are proficient in the use of technology.

### **Essentials (Grades 4-8)**

**1T-E1.** Communicate about technology using developmentally appropriate and accurate terminology

See: Language Arts (VP-E)\*

PO 1. Use basic vocabulary related to technology (e.g., FireWire, USB, parallel, serial, scanning, digitizing, OCR)

PO 2. Use basic vocabulary related to systems (e.g., network, infrastructure, Internet, Intranet, LAN, WAN, Ethernet, firewall, server, TCP-IP)

**1T-E2.** Demonstrate increasingly sophisticated operation of technology components

See: Arts {Music} (1AM-E9-10), Mathematics (1M-E6, 2M-E1), Science (1SC-E2) and Workplace Skills (7WP-E1)

PO 1. Use touch-typing strategies to reach a minimum of 25 words per minute with accuracy (e.g., meets school-identified standard for accuracy)

PO 2. Retrieve and save information remotely (e.g., network servers, Internet, Intranet, peripheral devices)

PO 3. Demonstrate functional operation of technology devices (e.g., presentation devices, digital cameras, scanners, document cameras, scientific probes) (See Technology 3T-E2, PO1)

**1T-E3.** When a system is not working properly, demonstrate an understanding of hardware, software and connectivity problem solving processes

See: Science (1SC-E1)

PO 1. Use troubleshooting strategies to solve applications problems (e.g., file management strategies, online help strategies, documentation, collaboration with others)

PO 2. Use troubleshooting strategies to solve basic hardware problems (e.g., use online help, use documentation, collaboration with others)

PO 3. Use troubleshooting strategies to identify basic connectivity problems (e.g., use online help, use documentation, collaboration with others)

## **Standard 2: Social, Ethical And Human Issues**

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

### **Essentials (Grades 4-8)**

**2T-E1.** Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use

See: Comprehensive Health (4CH-E3), Science (2SC-E2) and Social Studies (2SS-E2, PO1, 2SS-E5, PO1, 2SS-E7, PO1)

PO 1. Explain the purpose of an Acceptable Use Agreement/Policy and the consequences of inappropriate use



PO 2. Describe and practice safe Internet/Intranet usage (e.g., do not post inappropriate or harmful material; do not reveal personal information; follow district Acceptable Use Policy)  
 PO 3. Describe and practice “netiquette” when using the Internet and electronic mail (e.g., publish photographs of people only with their permission)

**2T-E2.** Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse

PO 1. Follow the rules for deciding when permission is needed for using the work of others, (e.g., some sites specify whether permission is required or not, some work is in public domain)

PO 2. Obtain permission to use the work of others (See Technology 5T-E2, PO3)

PO 3. Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of information)  
 (See Technology 5T-E2, PO5)

PO 4. Explain copyright laws and “fair use” guidelines (e.g., in relationship to print, video, computer software, multimedia project, music)

PO 5. Describe copyright guidelines<sup>1</sup> for multimedia creation and Internet development

PO 6. State personal consequences (e.g., fines, loss of privileges, grade reduction, academic probation) related to violations of:

a) Copyright (e.g., sheet music, prerecorded music, print, video, images)

b) Password security

c) Privacy (e.g., student files on a network, floppy disk and hard drive)

d) Internet usage (e.g., inappropriate postings, accessing inappropriate material)

PO 7. Discuss the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions

**2T-E3.** Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society

See: Comprehensive Health (4CH-E2) and Social Studies (3SS-E6, PO8, 3SS-E7, PO5)

PO 1. Compare information technologies from past to present and describe the implications of computer power doubling every 18 months (Moore’s Law) (e.g., size, speed, cost)

PO 2. Describe the impact of technology use on individuals at home and in the workplace (e.g., computer has replaced the TV for some individuals; free time is spent using technology versus outdoor activities; jobs have been created and/or eliminated due to technological advances; possible infringement of privacy)

PO 3. Discuss the social implications of the “digital divide” (e.g., homes and schools with much technology and connectivity versus those with less or none)

### **Standard 3: Technology Productivity Tools**

Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.

Essentials (Grades 4-8)

**3T-E1.** Use formatting capabilities of technology tools for communicating and illustrating

See: Language Arts (W-F1, PO5)

PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and

margins, font size, font style, delete and undo, selecting, spell check, click and drag)  
 PO 2. Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools)

**3T-E2.** Use a variety of technology tools for data collection and analysis

See: Mathematics (5M-E6) and Social Studies (1SS-E8, PO1)

PO 1. Use technology device(s) to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboards, webcams, GPS and Internet)

PO 2. Create and use a spreadsheet to analyze data (e.g., use formulas, create charts and graphs)

PO 3. Create a database with multiple fields to manipulate data in a variety of ways (e.g., sort, merge, list and report)

**3T-E3.** Publish and present information using technology tools

See: Science (1SC-E3, PO2 grades 4-5, or PO1, grades 6-8)

PO 1. Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet)

PO 2. Publish or present the above production (See Technology 4T-E2, PO1 or 4T-E3)

**3T-E4.** Use technology tools to support system analysis and modeling

See: Mathematics (2M-E5, 6M-E1), Science (1SC-E2, E5) and Workplace Skills (6WP-E1)

PO 1. Manipulate several variables in a computer simulation to reach a desired outcome (e.g., simulation software, Web-based simulation, textbook support software)

#### **Standard 4: Technology Communications Tools**

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

Essentials (Grades 4-8)

**4T-E1.** Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning

See: Language Arts (W-E3-E6)

PO 1. Communicate independently via e-mail, Internet, and/or videoconference with people in a remote location (For Internet safety see Technology 2T-E1)

**4T-E2.** Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom

See: Language Arts (W-E2-E7, LS-E)

PO 1. Plan, design and present an academic product using technology tools (e.g., multi-media authoring, presentation software, digital cameras, scanners, projection devices)

**4T-E3.** Collaboratively use telecommunications and online resources

See: Arts {Theatre} (2AT-E1) and Social Studies (1SS-E8, PO2, grades 6-8)

(For Internet safety issues see Technology 2T-E1)

PO 1. Request collaborative exchanges among people in local and/or remote locations (e.g., e-

mail, online discussions, Web environments)

PO 2. Communicate electronically to collaborate with experts, peers and others to analyze data and/or develop an academic product (e.g., e-mail, discussion group, videoconferencing)

PO 3. Present an academic product to share data and/or solutions (e.g., Web site, multimedia presentation, video)

### **Standard 5: Technology Research Tools**

Note: The performance objectives described in Standard 5 rely upon the mastery of skills and understanding of concepts from Standards 1-4 of this document.

Essentials (Grades 4-8)

**5T-E1.** Locate information from electronic resources

See: Arts {Theatre} (2AT-E4), Language Arts (W-E8) and Mathematics (2M-E1, PO1)

PO 1. Identify electronic research resources

PO 2. Define subject searching and devise a search strategy to locate information using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources, grade level appropriate Internet resources)

PO 3. Explain the difference between subject and keyword searching

PO 4. Construct keyword searches including basic Boolean logic using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources and grade level appropriate Internet resources)

PO 5. Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources

**5T-E2.** Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources

See: Social Studies (1SS-E1, PO2 and 1SS-E8, PO5-6)

PO 1. Create citations for electronic research sources following a prescribed format (See Technology 2T-E2, PO2)

PO 2. Gather research from a variety of electronic sources and identify the most appropriate information for answering the research question (See Technology 5T-D2, PO2)

PO 3. Obtain permission, when appropriate, to use the work of others (See Technology 2T-E2, PO3)

PO 4. Identify the components of a URL to determine the source of the information

PO 5. Identify the author of the information found from electronic resources and determine whether the author is an authority, displays bias and is a primary or secondary source

### **Standard 6: Technology As A Tool For Problem Solving And Decision-Making**

Students use technology to make and support decisions in the process of solving real-world problems.

*Note: Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Essentials (Grades 4-8)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

<p>PO 3. Compare how systems vary in effectiveness</p> <p>PO 4. Identify how factors influence the effectiveness of a system</p>
----------------------------------------------------------------------------------------------------------------------------------

## ARIZONA WORKPLACE SKILLS STANDARDS

### Standard 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

#### Essentials (Grades 4-8)

**1WP-E1.** Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications

PO 1. Prepare a coherent speech with an introduction, body, and conclusion

PO 2. Present verbal and non-verbal forms of communication in presenting the speech

PO 3. Select a variety of forms of print and non-print material to convey the message

**1WP-E2.** Describe communications practices used with sensory-impaired individuals

PO 1. Describe more than one way to communicate with a visually-impaired individual

PO 2. Describe more than one way to communicate with a hearing-impaired individual

**1WP-E3.** Demonstrate correct grammar and punctuation in writing

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas, semicolons, colons)

PO 3. Apply rules of capitalization correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject/verb agreement, simple and compound sentence, appropriate verb tenses, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion

PO 1. Summarize main ideas of an oral or written presentation

PO 2. Differentiate between facts and opinions in a presentation (Grades 6-8)

PO 3. Formulate related questions in a presentation

PO 4. Express opinions relating to the main idea in a presentation

**1WP-E5.** Interpret, clarify, and evaluate a presenter's point of view

PO 1. Explain the presenter's point of view (Grades 4-5)

PO 2. Compare the presenter's point of view with personal point of view

**1WP-E6.** Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

**1WP-E7.** Identify the relevant details and facts of written materials

PO 1. Identify the purpose of written material and response expected from reader

PO 2. Identify relevant facts contained in selected written material

**1WP-E8.** Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases

PO 3. Write ideas that are clear and directly related to the topic

**Standard 2**

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

**Essentials (Grades 4-8)**

*Note: The Essentials Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.*

**2WP-E1.** Apply math Strands 1-5 to a variety of workplace scenarios**Standard 3**

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

**Essentials (Grades 4-8)**

**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 2. Develop appropriate time line

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

PO 5. Develop criteria to evaluate plan of action

**3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

PO 3. Identify risks in a designated scenario

PO 4. Assess risks and risk factors in a designated scenario

**3WP-E4.** Monitor progress and make adjustment to meet stated objectives

<p>PO 1. Identify activities for given objectives</p> <p>PO 2. Designate assessment tasks to measure progress towards objectives</p> <p>PO 3. Evaluate progress towards objective</p> <p>PO 4. Revise activities when necessary to achieve objective</p> <p><b>3WP-E5.</b> Reflect on the action taken to determine what has been gained, lost or achieved</p> <p>PO 1. Evaluate what has been gained, lost or achieved</p> <p><b>3WP-E6.</b> Identify a need for data, obtain it and develop a validation instrument for determining its accuracy</p> <p>PO 1. Compare the results with the criteria for accuracy</p> <p>PO 2. Collect data to analyze workplace problems</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### **Standard 4**

Students work individually and collaboratively within team settings to accomplish objectives.

Essentials (Grades 4-8)

**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 1. Identify characteristics of mutual trust

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

PO 4. Design action plan for negotiating concerns

**4WP-E2.** Analyze the difference between individual and group decisions and accomplishments

PO 1. Identify the characteristics of individual decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

PO 3. Compare the characteristics of individual and group decisions and accomplishments

**4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

PO 3. Develop tool to measure effort and perseverance of individual team members

**4WP-E4.** Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

PO 4. Develop a tool to evaluate the roles/skills of self and group

#### **Standard 5**

Students will demonstrate a set of marketable skills that enhance career options.

Essentials (Grades 4-8)

**5WP-E1.** Evaluate areas of interest and/or potential career choices

PO 1. Identify areas of interest (e.g., personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

**5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community

PO 1. Identify characteristics of work ethics and behavior as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

**5WP-E3.** Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)

PO 1. Identify academic preparation necessary for a variety of careers

**5WP-E4.** Identify careers which capitalize on individual strengths and interests

PO 1. Identify areas of interest (e.g., personal, career)

PO 2. Evaluate individual skills

PO 3. Evaluate a variety of potential career choices

**5WP-E5.** Apply the basic academic skills to develop a resume, job application and interviewing techniques

PO 1. Develop a resume

PO 2. Complete a job application

PO 3. Participate in the interview process

### **Standard 6**

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation.

Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

Essentials (Grades 4-8)

**6WP-E1.** Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

PO 3. Compare how systems vary in effectiveness

PO 4. Identify how factors influence the effectiveness of a system

### **Standard 7**

Students demonstrate technological literacy for productivity in the workplace.

Essentials (Grades 4-8)

**7WP-E1.** Demonstrate basic computer operation skills in a variety of applications to organize information

PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

**7WP-E2.** Use technology to organize information resources such as library and interlibrary catalog databases

PO 1. Use organizational features of electronic information (e.g., microfiche headings and



numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

**Standard 8**

Students apply principles of resource management and develop skills that promote personal and professional well-being.

**Essentials (Grades 4-8)**

**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task

PO 1. Define a personal/professional goal

PO 2. Create personal/academic goals

PO 3. Develop a community service goal

PO 4. Develop a time management program

**8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress

PO 1. Define personal stress factors

PO 2. Identify how home, school, community activities can affect stress

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## PERSONAL SOCIAL DEVELOPMENT DOMAIN

**Goal PS1:** Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.K 5 Describe aspects of your self-concept.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.R 5 Analyze the positive and negative aspects of your self-concept.
- PS1.K 6 Identify behaviors and experiences that help to build and maintain a positive self-concept.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.R 6 Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
- PS1.A 7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.
- PS1.R 7 Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.
- PS1.K 8 Recognize that your behaviors and attitudes affect the self-concept of others.
- PS1.A 8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.
- PS1.R 8 Analyze how your behaviors and attitudes might affect the self-concept of others.
- PS1.K 9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
- PS1.A 9 Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
- PS1.R 9 Assess how your self-concept affects your educational achievement (performance) and/or success at work.

PS1.K 10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.

PS1.A 10 Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.

PS1.R 10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

**Goal PS2:** Develop positive interpersonal skills including respect for diversity.

PS2.K 1 Identify effective communication skills.

PS2.A 1 Demonstrate effective communication skills.

PS2.R 1 Evaluate your use of effective communication skills.

PS2.K 2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K 3 Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.

PS2.K 4 Identify ways to get along well with others and work effectively with them in groups.

PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.R 4 Evaluate your ability to work effectively with others in groups.

PS2.K 5 Describe conflict resolution skills.

PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.R 5 Analyze the success of your conflict resolution skills.

PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.

PS2.R 6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.

PS2.K 7 Identify sources of outside pressure that affect you.

PS2.A 7 Demonstrate the ability to handle outside pressure on you.

PS2.R 7 Analyze the impact of outside pressure on your behavior.

PS2.K 8 Recognize that you should accept responsibility for your behavior.

PS2.A 8 Demonstrate that you accept responsibility for your behavior.

PS2.R 8 Assess the degree to which you accept personal responsibility for your behavior.

PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

- PS2.R 9 Assess how you show respect for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.R 10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
- PS2.A1 1 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.
- PS2.R1 1 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

**Goal PS3:** Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.A 1 Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).
- PS3.R 1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.
- PS3.K 2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress).
- PS3.A 2 Demonstrate how you have adopted good health habits.
- PS3.R 2 Assess the impact of your health habits on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.R 3 Assess how changes in your motivations and aspirations over time have affected your career development.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.A 5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.R 5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.
- PS3.A 6 Demonstrate adaptability and flexibility when initiating or responding to change.
- PS3.R 6 Analyze how effectively you respond to change and/or initiate change.

**Goal PS4:** Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community,

- learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
  - PS4.R 1 Assess the impact of your life roles on career goals.
  - PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
  - PS4.A 2 Show how you are balancing your life roles.
  - PS4.R 2 Analyze how specific life role changes would affect the attainment of your career goals.
  - PS4.K 3 Describe the concept of lifestyle.
  - PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
  - PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
  - PS4.K 4 Recognize that your life roles and your lifestyle are connected.
  - PS4.A 4 Show how your life roles and your lifestyle are connected.
  - PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

### **EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**Goal ED1:** Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- ED1.K 2 Identify strategies for improving educational achievement and performance.
- ED1.A 2 Demonstrate strategies you are using to improve educational achievement and performance.
- ED1.R 2 Analyze your educational achievement and performance strategies to create a plan for growth and improvement.
- ED1.K 3 Describe study skills and learning habits that promote educational achievement and performance.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.R 3 Evaluate your study skills and learning habits to develop a plan for improving them.
- ED1.K 4 Identify your learning style.
- ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.
- ED1.R 4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.
- ED1.K 5 Describe the importance of having a plan to improve educational achievement and performance.
- ED1.A 5 Show that you have a plan to improve educational achievement and performance.

- ED1.R 5 Evaluate the results of your plan for improving educational achievement and performance.
- ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.R 6 Assess how well your attitudes and behaviors promote educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
- ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

**Goal ED2:** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.K 2 Recognize that viewing yourself as a learner affects your identity.
- ED2.A 2 Show how being a learner affects your identity.
- ED2.R 2 Analyze how specific learning experiences have affected your identity.
- ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.R 3 Assess how well you function as an independent learner.
- ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
- ED2.A 5 Show how you are preparing to participate in ongoing learning experiences

- (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.
  - ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
  - ED2.A 6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
  - ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
  - ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
  - ED2.A 7 Demonstrate participation in informal learning experiences.
  - ED2.R 7 Assess, throughout your life, how well you integrate both formal and informal learning experiences.

## **CAREER MANAGEMENT DOMAIN**

**Goal CM1:** Create and manage a career plan that meets your career goals.

- CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
- CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.
- CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.
- CM1.K 2 Describe how to develop a career plan (e.g., steps and content).
- CM1.A 2 Develop a career plan to meet your career goals.
- CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.
- CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.R 3 Re-examine your career goals and adjust as needed.
- CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.
- CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.
- CM1.R 5 Evaluate how well you integrate changes in you and the world of work into your career plans.

**Goal CM2:** Use a process of decision-making as one component of career development.

- CM2.K 1 Describe your decision- making style (e.g., risk taker, cautious).
- CM2.A 1 Give examples of past decisions that demonstrate your decision-making style.
- CM2.R 1 Evaluate the effectiveness of your decision-making style.
- CM2.K 2 Identify the steps in one model of decision-making.
- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.R 2 Assess what decision-making model(s) work best for you.
- CM2.K 3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
- CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
- CM2.K 4 Identify alternative options and potential consequences for a specific decision.
- CM2.A 4 Show how exploring options affected a decision you made.
- CM2.R 4 Assess how well you explore options when making decisions.
- CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.R 5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
- CM2.K 6 Describe how education, work, and family experiences might impact your decisions.
- CM2.A 6 Give specific examples of how your education, work, and family experiences have influenced your decisions.
- CM2.R 6 Assess the impact of your education, work, and family experiences on decisions.
- CM2.K 7 Describe how biases and stereotypes can limit decisions.
- CM2.A 7 Give specific examples of how biases and stereotypes affected your decisions.
- CM2.R 7 Analyze the ways you could manage biases and stereotypes when making decisions.
- CM2.K 8 Recognize that chance can play a role in decision-making.
- CM2.A 8 Give examples of times when chance played a role in your decision-making.
- CM2.R 8 Evaluate the impact of chance on past decisions.
- CM2.K 9 Recognize that decision-making often involves compromise.
- CM2.A 9 Give examples of compromises you might have to make in career decision-making.
- CM2.R 9 Analyze the effectiveness of your approach to making compromises.

**Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.

- CM3.K 1 Describe the importance of career information to your career planning.
- CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.R 1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
- CM3.K 2 Recognize that career information includes occupational, education and training,



employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.R 2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

CM3.K 3 Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).

CM3.A 3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.

CM3.R 3 Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 4 Give examples of how occupational classification systems can be used in career planning.

CM3.R 4 Assess which occupational classification system is most helpful to your career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R 5 Assess your openness to considering non-traditional occupations in your career management.

CM3.K 6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A 6 Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R 6 Assess the impact of your decisions about being employed in a non-traditional occupation.

**Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

- CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K 4 Recognize that many skills are transferable from one occupation to another.
- CM4.A 4 Show how your skills are transferable from one occupation to another.
- CM4.R 4 Analyze the impact of your transferable skills on your career options.
- CM4.K 5 Recognize that your geographic mobility impacts on your employability.
- CM4.A 5 Make decisions for yourself regarding geographic mobility.
- CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.
- CM4.K 6 Identify the advantages and challenges of self-employment.
- CM4.A 6 Make decisions for yourself about self-employment.
- CM4.R 6 Assess the impact of your decision regarding self-employment on career goals.
- CM4.K 7 Identify ways to be proactive in marketing yourself for a job.
- CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.
- CM4.R 7 Evaluate how well you have marketed yourself in the workplace.

**Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.

- CM5.K 1 Identify societal needs that affect your career plans.
- CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.R 1 Evaluate the results of your career management relative to changing societal needs.
- CM5.K 2 Identify economic conditions that affect your career plans.
- CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.R 2 Evaluate the results of your career management relative to changing economic conditions.
- CM5.K 3 Identify employment trends that affect your career plans.
- CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.
- CM5.R 3 Evaluate the results of your career management relative to changes in employment trends.

K – Knowledge Application  
 A – Application  
 R – Reflection

## **American School Counselor Association National Standards for School Counseling Elementary**

### **I. ACADEMIC DEVELOPMENT**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### Student Competencies

Improve academic self-concept—Students will:

- articulate feelings of competence and confidence as learners
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire skills for improving learning—Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve school success—Students will:

- take responsibility for their actions
- demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity, and initiative
- share knowledge

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### Student Competencies

Improve learning—Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources

- use knowledge of learning styles to positively influence school performance

- become self-directed and independent learners

Plan to achieve goals—Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school

- use assessment results in educational planning

- develop and implement an annual plan of study to maximize academic ability and achievement

- apply knowledge of aptitudes and interest to goal setting

- use problem-solving and decision-making skills to assess progress toward educational goals

- understand the relationship between classroom performance and success in school

- identify post-secondary options consistent with interests, achievement, aptitude, and abilities

**Standard C:** Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Student Competencies

Relate school to life experiences—Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

- seek co-curricular and community experiences to enhance the school experience

- understand the relationship between learning and work

- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

- understand that school success is the preparation to make the transition from student to community member

- understand how school success and academic achievement enhance future career and avocational opportunities

## II. CAREER DEVELOPMENT

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies

Develop career awareness—Student will:

- develop skills to locate, evaluate, and interpret career information

- learn about the variety of traditional and non-traditional occupations

- develop an awareness of personal abilities, skills, interests, and motivations

- learn how to interact and work cooperatively in teams

- learn to make decisions
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest
- develop avocational interests
- learn to balance work and leisure time

Develop employment readiness—Students will:

- acquire employability skills such as working on a team, problem solving, and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the workplace
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time and task management skills

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

Student Competencies

Acquire career information—Students will:

- apply decision-making skills to career planning, course selection, and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways in which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non-traditional occupations and how these relate to career choice
- understand how changing economic and societal needs influence employment trends and future training

Identify career goals—Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select coursework that is related to career interest
- maintain a career planning portfolio

**Standard C:** Students will understand the relationship among personal qualities, education, and training in the world of work.

**Student Competencies**

Acquire knowledge to achieve career goals—Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests that influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply skills to achieve career goals—Students will:

- demonstrate how interests, abilities, and achievement relate to personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences

### **III. PERSONAL/SOCIAL DEVELOPMENT**

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

**Student Competencies**

Acquire self-knowledge—Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire interpersonal skills—Students will:

- recognize that everyone has rights and responsibilities, including family and friends

- respect alternative points of view
- recognize, accept, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and non-verbal behavior
- learn how to communicate effectively with family
- learn how to make and keep friends

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies

Self-knowledge applications—Students will:

- use a decision-making and a problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

**Standard C:** Students will understand safety and survival skills.

Student Competencies

Acquire personal safety skills—Students will:

- demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community and know how to seek their help

- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events



## SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

### I. A THREE-PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking—organizes ideas and communicates orally

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking—generates new ideas
- B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving—recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility—exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem—believes in own self-worth and maintains a positive view of self
- C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty—chooses ethical courses of action

### II. FIVE COMPETENCIES

**Resources:** Identifies, organizes, plans, and allocates resources

- A. Time---selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

- B. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

**Interpersonal:** Works with others

- A. Participates as Member of a Team—contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers—works to satisfy customers' expectations
- D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies
- E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
- F. Works With Diversity—works well with men and women from diverse backgrounds

**Information:** Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

**Systems:** Understands complex inter-relationships

- A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions
- C. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

- A. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

## The Make It Real Game Links to Arizona Academic Standards (2006)

Standard		Session											
		1	2	3	4	5	6	7	8	9	10	11	12
Reading	Strand 1: Reading Process		●	●	●	●	●		●	●			
	Strand 2: Comprehending Literary Text												
	Strand 3: Comprehending Informational Text	●	●				●		●	●			
Writing	Strand 1: Writing Process												
	Strand 2: Writing Elements												
	Strand 3: Writing Applications		●		●	●	●		●	●	●		
	L.A. Listening and Speaking	●						●			●	●	●
	L.A. Viewing and Presenting			●					●	●	●		●
Mathematics	Strand 1: Number Sense and Operations												
	Strand 2: Data Analysis, Probability, Discrete Math									●			
	Strand 3: Patterns, Algebra, and Functions												
	Strand 4: Geometry and Measurement												
	Strand 5: Structure and Logic												
Science	Strand 1: Inquiry Process												
	Strand 2: History and Nature of Science												
	Strand 3: Science in Personal and Social Perspectives		●										
	Strand 4: Life Science												
	Strand 5: Physical Science												
	Strand 6: Earth and Space Science												
Social Studies	Strand 1: History												
	Strand 2: World History												
	Strand 3: Civics and Government				●				●				
	Strand 4: Geography									●			
	Strand 5: Economics		●	●	●	●	●		●	●		●	

Standard			Session											
			1	2	3	4	5	6	7	8	9	10	11	12
Arts	Visual	Strand 1: Creating Art			●							●		
		Strand 2: Art in Context		●							●			
		Strand 3: Art as Inquiry			●									
	Theatre	Strand 1: Creating Art												
		Strand 2: Art in Context												
		Strand 3: Art as Inquiry												
Technology	Standard 1: Fundamental Operations And Concepts										●	●		
	Standard 2: Social, Ethical And Human Issues										●	●		
	Standard 3: Technology Productivity Tools											●		
	Standard 4: Technology Communications Tools											●		●
	Standard 5: Technology Research Tools										●			●
	Standard 6: Problem Solving/Decision-Making Tools													
Workplace	Standard 1: Effective Oral, Written and Listening					●		●		●	●	●		●
	Standard 2: Computation Skills & Data Analysis			●		●					●			
	Standard 3: Critical and Creative Thinking				●	●	●	●	●	●	●	●	●	
	Standard 4: Teamwork				●	●	●	●	●	●	●	●	●	●
	Standard 5: Marketable Skills			●	●	●	●	●	●	●	●	●	●	●
	Standard 6: Systems						●	●	●	●	●	●	●	●
	Standard 7: Technological Literacy										●	●		●
	Standard 8: Resource Management			●		●				●	●	●		●

## The Make It Real Game Links to National Career Development Guidelines (2006)

Guideline	Session											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Personal Social Development Domain</b>												
PS1: Self-concept	●	●	●	●	●	●	●	●	●	●	●	●
PS2: Interpersonal Skills	●	●	●	●	●	●	●	●	●	●	●	●
PS3: Personal Growth	●			●			●				●	
PS4: Balance of Roles	●	●	●	●	●	●	●	●	●	●	●	●
<b>Educational Achievement and Lifelong Learning Domain</b>												
ED1: Educational Achievement	●	●	●	●	●	●	●	●	●	●	●	●
ED2: Lifelong Learning	●	●	●	●	●	●	●	●	●	●	●	●
<b>Career Management Domain</b>												
CM1: Career Plan	●						●				●	
CM2: Decision Making	●	●	●	●	●	●	●	●	●	●	●	
CM3: Career Information		●	●		●	●	●				●	
CM4: Employability Skills		●	●		●	●	●	●	●	●	●	●
CM5: Employment Trends					●	●	●	●	●		●	

## The Make It Real Game Links to American School Counselor Association (ASCA) Standards (2006)

Standard	Session											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>I. ACADEMIC DEVELOPMENT</b>												
<b>Standard A:</b> Effective Learning												
Improve academic self-concept							●	●	●	●	●	●
Acquire skills for improving learning							●	●	●	●		●
Achieve school success							●		●	●	●	●
<b>Standard B:</b> academic preparation												
Improve learning							●		●	●		
Plan to achieve goals		●		●			●		●	●		
<b>Standard C:</b> Relate Academics to Work, Life, Community												
Relate school to life experiences		●	●	●	●	●	●	●	●	●	●	●
<b>II. CAREER DEVELOPMENT</b>												
<b>Standard A:</b> Investigate World of Work												
Develop career awareness		●		●	●	●	●	●				
Develop employment readiness		●	●	●	●			●	●	●	●	●
<b>Standard B:</b> Achieve future career success												
Acquire career information		●		●				●				
Identify career goals		●										
<b>Standard C:</b> Relate personal qualities, education, training												
Acquire knowledge to achieve career goals		●	●	●	●			●				
Apply skills to achieve career goals		●	●	●				●				
<b>III. PERSONAL/SOCIAL DEVELOPMENT</b>												
<b>Standard A:</b> Respect self and others.												
Acquire self-knowledge	●	●	●	●	●	●	●	●	●	●	●	●
Acquire interpersonal skills	●	●	●	●	●	●	●	●	●	●	●	●
<b>Standard B:</b> Make decisions, set goals												
Self-knowledge applications	●	●	●	●	●	●	●	●	●	●	●	●
<b>Standard C:</b> Safety and Survival												
Acquire personal safety skills				●	●		●	●	●		●	●

### The Make It Real Game Links to SCANS Skills (2006)

Skills	Session											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>THREE PART FOUNDATION</b>												
<b>Basic Skills</b>												
Reading		●						●	●	●		
Writing									●	●		
Arithmetic/Mathematics									●	●		
Listening	●	●	●	●	●	●	●	●	●	●	●	●
Speaking	●	●	●	●	●	●	●	●	●	●	●	●
Plan to achieve goals												
<b>Thinking Skills</b>												
Creative Thinking		●	●	●	●	●	●	●	●	●	●	●
Decision Making	●	●		●	●	●		●	●	●		
Problem Solving				●	●	●		●	●	●		
Seeing Things in the Mind's Eye		●	●		●	●	●	●	●	●	●	
Knowing How to Learn								●	●	●		
Reasoning		●		●			●	●	●	●	●	
<b>Personal Qualities</b>												
Responsibility		●	●	●	●	●	●	●	●	●	●	●
Self Esteem		●	●	●			●	●	●	●	●	●
Sociability		●	●	●	●	●		●	●	●		●
Self-Management		●	●	●		●		●	●	●		●
Integrity/Honesty		●	●	●	●	●	●	●	●	●	●	●
<b>FIVE COMPETENCIES</b>												
<b>Resources</b>												
Time			●	●				●	●	●		
Money												
Material and Facilities			●		●	●		●	●	●		●
Human Resources		●	●	●				●	●	●		●
<b>Interpersonal</b>												

Skills	Session											
	1	2	3	4	5	6	7	8	9	10	11	12
Participates as Member of a Team	●	●	●	●	●	●	●	●	●	●	●	●
Exercises Leadership	●		●		●	●		●	●	●		●
Teaches Others New Skills									●	●		
Negotiates	●	●		●	●	●		●	●	●		●
Serves Clients/customers										●		
Works with Diversity		●	●	●	●	●		●	●	●		
<b>Information</b>												
Acquires and Evaluates Information	●	●	●	●	●	●	●	●	●	●	●	
Organizes and Maintains Information	●		●	●	●	●		●	●	●		
Interprets and Communicates Information	●		●		●	●	●		●	●	●	●
Uses Computers to Process Information									●	●		
<b>Systems</b>												
Understands Systems	●	●	●	●	●	●		●	●	●		●
Monitors and Corrects Performance						●			●	●		
Improves or Designs Systems						●			●	●		
<b>Technology</b>												
Selects Technology			●						●	●		
Applies Technology to Task			●						●	●		●
Maintains and Troubleshoots Equipment												



<i>The Make It Real Game: Session 1</i>		
Arizona Department of Education  Academic Standards Grades 5-6	Grade 5	Grade 6
Reading		
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-E3 Respond in an interview	•	•
Workplace Skills		
Standard 1: Communication skills	•	•

The Make It Real Game: Session 2		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 3: Writing Applications		
Concept 3: Functional	•	•
Science		
Strand 3: Science in Personal and Social Perspectives		
Concept 2: Science/Technology in Society	•	
Social Studies		
Standard 5: Economics		
Concept 2: Microeconomics	•	
Arts Education		
Visual Arts: Standard 2: Art in Context		
2AV-E2: Visual arts careers	•	•
Workplace Skills		
Standard 2: Application of math skills	•	•
Standard 5: Marketable skills	•	•
Standard 8: Resource management	•	•

The Make It Real Game: Session 3		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Viewing and Presenting		
4VP-E3: Evaluate media for effectiveness	•	•
Social Studies		
Standard 5: Economics		
Concept 2: Microeconomics	•	
Arts Education		
Visual Arts: Standard 1: Creating Art		
1AV-E1: Choose appropriate media	•	•
Visual Arts: Standard 3: Art as Inquiry		
3AV-E6: Describe persuasive power of arts	•	•
Workplace Skills		
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	

<i>The Make It Real Game: Session 4</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Writing		
Strand 3: Writing Applications		
Concept 3: Functional	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics		•
Concept 2: Microeconomics	•	
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 2: Application of math skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 8: Resource management	•	•

<i>The Make It Real Game: Session 5</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
<b>Reading</b>		
<b>Strand 1: Reading Process</b>		
Concept 4: Vocabulary	•	•
<b>Writing</b>		
<b>Strand 3: Writing Applications</b>		
Concept 3: Functional	•	•
<b>Social Studies</b>		
<b>Standard 5: Economics</b>		
Concept 2: Microeconomics	•	
<b>Workplace Skills</b>		
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	•

<i>The Make It Real Game: Session 6</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
<b>Reading</b>		
<b>Strand 1: Reading Process</b>		
Concept 4: Vocabulary	•	•
<b>Strand 3: Comprehending Informational Text</b>		
Concept 2: Functional Text	•	•
<b>Writing</b>		
<b>Strand 3: Writing Applications</b>		
Concept 3: Functional	•	•
<b>Social Studies</b>		
<b>Standard 5: Economics</b>		
Concept 2: Microeconomics	•	•
<b>Workplace Skills</b>		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	•

<i>The Make It Real Game: Session 7</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Listening and Speaking		
3LS-E3 Respond in an interview	•	•
Workplace Skills		
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•

<i>The Make It Real Game: Session 8</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Reading		
<b>Strand 1: Reading Process</b>		
Concept 4: Vocabulary	•	•
<b>Strand 3: Comprehending Informational Text</b>		
Concept 2: Functional Text	•	•
Writing		
<b>Strand 3: Writing Applications</b>		
Concept 6: Research	•	•
Viewing and Presenting		
4VP-E2: Plan/develop/produce presentation	•	•
Social Studies		
<b>Standard 3: Civics/Government</b>		
Concept 4: Rights, responsibilities and roles	•	•
<b>Standard 5: Economics</b>		
Concept 1: Foundations of economics		•
Concept 2: Microeconomics	•	
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	•

The Make It Real Game: Session 9		
Arizona Department of Education  Academic Standards Grades 5-6	Grade 5	Grade 6
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Writing		
Strand 3: Writing Applications		
Concept 6: Research	•	•
Viewing and Presenting		
4VP-E1 Analyze visual media	•	•
Mathematics		
Strand 2: Data Analysis, Probability, Discrete Math		
Concept 1: Data analysis (statistics)	•	•
Social Studies		
Standard 4: Geography		
Concept 5: Human systems		•
Concept 6: Geographic applications	•	•
Standard 5: Economics		
Concept 1: Foundations of economics		•
Arts Education		
Visual Arts: Standard 2: Art in Context		
2AV-E3: Compare artworks’ culture/period	•	•
2AV-E4: Describe role of arts in society	•	•
Technology Education		
Standard 1: Fundamental Operations and Concepts		
1T-E2: Demonstrate operations	•	•
Standard 2: Social, Ethical and Human Issues		
2T-E2: Exhibit legal and ethical behaviors	•	•
Standard 5: Technology Research Tools		
5T-E1: Locate electronic resources	•	•
5T-E2: Evaluate electronic resources	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 2: Application of math skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 7: Technological literacy	•	•
Standard 8: Resource management	•	•

The Make It Real Game: Session 10			
Arizona Department of Education		Grade 5	Grade 6
Academic Standards Grades 5-6			
Writing			
Strand 3: Writing Applications			
Concept 1: Expressive		•	•
Concept 2: Expository		•	•
Concept 3: Functional		•	•
Concept 4: Persuasive		•	•
Listening and Speaking			
3LS-E2 Prepare/deliver oral report		•	•
Viewing and Presenting			
4VP-E2: Plan/develop/produce presentation		•	•
Arts Education			
Visual Arts: Standard 1: Creating Art			
1AV-E1: Choose appropriate media		•	•
1AV-E2: Demonstrate technical ability		•	•
1AV-E5: Investigate multiple solutions		•	•
Technology Education			
Standard 1: Fundamental Operations and Concepts			
1T-E2: Demonstrate operations		•	•
Standard 2: Social, Ethical and Human Issues			
2T-E2: Exhibit legal and ethical behaviors		•	•
Standard 3: Technology Productivity Tools			
3T-E1: Use formatting capabilities		•	•
3T-E3: Publish/present information		•	•
Standard 4: Technology Communications Tools			
4T-E2: Use tools for communications		•	•
Workplace Skills			
Standard 1: Communication skills		•	•
Standard 3: Critical/creative thinking		•	•
Standard 4: Team setting		•	•
Standard 5: Marketable skills		•	•
Standard 6: How systems function		•	•
Standard 7: Technological literacy		•	•
Standard 8: Resource management		•	•

<i>The Make It Real Game: Session 11</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Listening and Speaking		
3LS-E3 Respond in an interview	•	•
Social Studies		
Standard 5: Economics		
Concept 2: Microeconomics	•	
Workplace Skills		
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	•

<i>The Make It Real Game: Session 12</i>		
Arizona Department of Education	Grade 5	Grade 6
Academic Standards Grades 5-6		
Listening and Speaking		
3LS-E2 Prepare/deliver oral report	•	•
Viewing and Presenting		
4VP-E2: Plan/develop/produce presentation	•	•
Technology Education		
Standard 3: Technology Productivity Tools		
3T-E3: Publish/present information	•	•
Standard 4: Technology Communications Tools		
4T-E2: Use tools for communications	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	•
Standard 7: Technological literacy		•
Standard 8: Resource management	•	